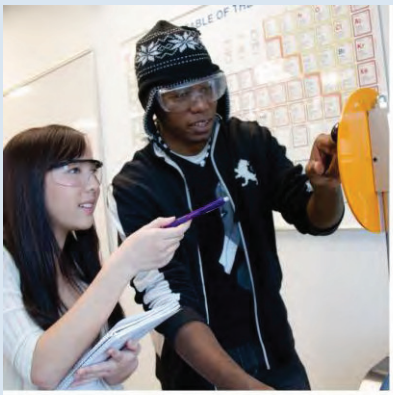
LOS MEDANOS COLLEGE

STUDENT EQUITY PLAN

2014 - 2019







2700 East Leland Road, Pittsburg, CA 94565

www.losmedanos.edu

Los Medanos College: Student Equity Plan

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CERTIFICATION & SIGNATURE PAGE

COLLEGE: LOS MEDANOS COLLEGE

DISTRICT: CONTRA COST COMMUNITY COLLEGE DISTRICT

DATE APPROVED BY BOARD OF TRUSTEES: _____

SIGNATURES

College President: _____
Bob Kratochvil

Vice President of Instruction & Student Services: _____
Kevin Horan

Academic Senate President: _____
Silvester Henderson

Classified Senate President: _____
Linda Kohler

Associated Students President: _____
Gary Walker

Student Equity Coordinator/Contact Person: _____
Dave Belman

Planning Process & Approach to Plan Design

Plan Development Process & Timeline

While initial planning began in late-Spring with the formation of the Student Equity Planning Team and participation by the team in the *Center for Urban Education's* (CUE) Student Equity Plan Institute, the formal plan development process was in many ways a continuation of previous equity related planning efforts on campus including participation in *California Tomorrow's* Campus Change Network (2006-2008), formation of the IDEA committee, successful receipt of Title V HSI and Title III HSI STEM Grants, campus-based action research projects with CUE, development of acceleration models in basic skills, and professional development activities related to Habits of Mind.

All members of the campus community (faculty, staff, students, and managers) were given numerous opportunities (formal and informal) to provide input into the development of the plan and the identification of activities. Key formal activities in the plan development process were as follows:

Late May	Identification and **recruitment of Student Equity Planning Team** members
May 29-30	Student Equity Planning Team participation in **Center for Urban Education's Student Equity Plan Institute**
Aug. 14	Brief Presentation at Fall **Opening Day**
Aug. 29	**Open Forum**: Student Equity Planning
Sept. 8	**Senate Presentations/Discussions** (LMCAS, Academic Senate)
Sept. 16-17	Campus-wide **Survey**
Sept. 19	**Plan Coordination Meeting** (3SP, BSI, Student Equity, Strategic Plan)
Sept. 29	**College Assembly**
Oct. 3-6	**Senate Presentations/Discussions** (LMCAS, Academic Senate, Classified Senate)
Oct. 17-20	**Senate Discussions/Approvals** (LMCAS, Academic Senate, Classified Senate)

Approach to Plan Design

Following participation in the CUE Student Equity Plan Institute, the planning team chose to use the planning template provided by CUE as opposed to the sample template distributed by the State. This decision was made based on two primary factors:

1. Throughout the planning process the team noted the interconnectedness of the success indicators, and the groups consistently facing disproportionate impact in multiple areas. This led to an approach of developing activities that spanned multiple areas and the need for a holistically integrated plan.
2. The "Success Indicator" page templates provided by CUE allowed for the ability to directly connect and link together data, goals, and associated activities in an easy to understand format, as opposed being spread out in different sections of the plan.

Additionally, rather than include all detailed data in the body of the plan, the primary relevant data for each indicator is included in the appropriate Success Indicator section of the plan, and the complete detailed data is located in the Appendix.

Student Equity Planning Team

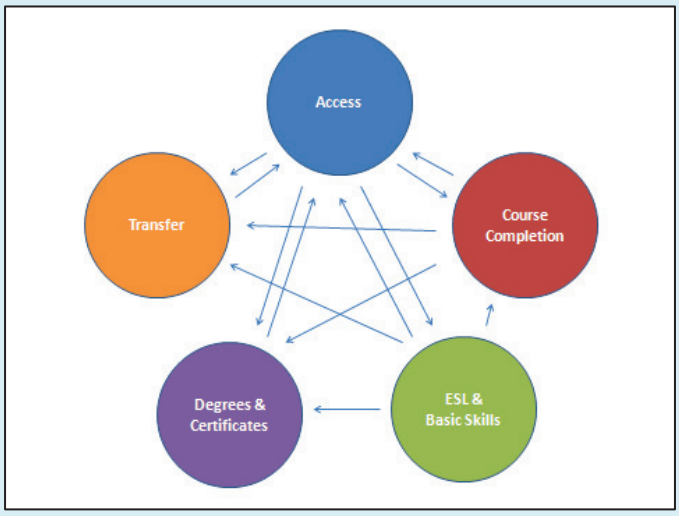
Members of the team who lead the process of developing the plan were as follows:

Bob Kratochvil, President
Kevin Horan, Vice President of Instruction & Student Services
Gail Newman, Sr. Dean of Student Services
Jeffrey Benford, Dean of Counseling & Student Support
Dave Belman, Dean of Student Success
A'kilah Moore, Dean of Math & Sciences
Theodora Adkins, Faculty – Business
Paula Gunder, Faculty – ESL / Professional Learning Facilitator
Ryan Pedersen, Faculty – Math / Title III HSI STEM Grant Project Director
Demetria Lawrence, Student Life Coordinator
George Mills, EOPS Minority Retention Specialist

SUMMARY: STUDENT EQUITY PLAN

INDICATORS

The following indicators were addressed in the Los Medanos College Student Equity Plan. These indicators were identified by the State as required for the plan.



Through the planning process **the college noted that outcomes/success in each indicator often has direct impacts on outcomes/success for other indicators**. One such example is a connection between Course Completion and Access. In this case, course completion rates can have implications for access, such as when students are academically dismissed from the college due to consistently low course completion rates or when students choose to stop attending due to being unsuccessful in their courses.

DATA/RESEARCH

To measure disproportionate impact for each of the indicators, the **primary source of data** was the Los Medanos College ***Student Equity Data Packet – July 2014*** provided by the Contra Costa Community College District Office of Research and Planning. The report provided the relevant data for each indicator **utilizing the metrics identified by the State**.

The **exception** to this was with regard to **Access** where results from the ***Environmental Scan – August 2013*** were used for reasons discussed in that section of the plan.

While different subgroups were identified as facing disproportionate impact in each area, the **overall data indicates the following groups show trends of facing disproportionate impact in multiple indicators** and suggest as particular need for more comprehensive efforts to increase equity for these populations:

- Males
- African Americans
- All Ages
- Foster Youth
- Economically Disadvantaged
- Disabled

ACTIVITIES

As noted in other sections, the planning process consistently noted the interconnectedness of the various indicators as well as trends related to disproportionate impact for specific groups regarding multiple indicators. Therefore, in the planning process, the following activities emerged as having the potential to have impact for these populations across multiple indicators.

1: Peer Support
- A: Provide additional African American Student Engagement/Leadership opportunities
- B: Explore Supplemental Instruction

2: Learning Communities/Cohorts
- A: Explore scaling up impact of Learning Communities/Cohorts

3: Dedicated Counseling/Staff for Specific Populations
- A: Strengthen ESL Program Outreach and Counseling
- B: Increase Support for Foster Youth
- C: Increase Support for DSPS students
- D: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4: Professional Development for Faculty and Staff
- A: Establish robust Professional Development for equity
- B: Assessment training regarding equity
- C: Explore faculty advising model

5: Hiring at all levels
- A: Develop an equity focused Hiring Toolkit
- B: Regular reporting on diversity of LMC employees to college and community

6: Policy
- A: Address needed support for IDEA committee
- B: Examine institutional language regarding equity

7: Marketing/Outreach
- A: Increase HS outreach efforts to include early outreach activities beginning in 9th grade (with 3SP and CPT)
- B: Increase ESL specific outreach efforts

FUNDING

The college was **allocated a Student Equity budget of $375,387 for 2014-15** in order to address and support activities identified in the plan. However, due to the interconnectedness of various planning efforts on campus including the Student Success & Support Plan (3SP), **other funding sources were also utilized** in order to support some aspects of the Student Equity Plan.

Detailed Activities

1. Peer Support

A: Provide additional African American Student Engagement/Leadership opportunities

Fund and support student (and faculty/staff) participation in Umoja Conference, HBCU Tour, A2MEND Conference, Minority Male Institute, EOPS Mentoring project.

Indicators Addressed: Access | Course Completion | ESL & Basic Skills | Degrees & Certificates | Transfer

Primary Responsibility: Umoja Scholars Program, Transfer Center, Student Life, EOPS

B: Explore Supplemental Instruction

Examine the ability to develop a supplemental instruction model. If developed, provide funding to support tutors embedded in identified courses/labs based on identified "high-risk" courses for disproportionally impacted students.

Indicators Addressed: Course Completion | ESL & Basic Skills

Primary Responsibility: Professional Learning Facilitator, Center for Academic Support, Student Equity Plan Coordinator

2. Learning Communities/Cohorts

A: Explore scaling up impact of Learning Communities/Cohorts

Examine models for expanding the current impact of learning communities/cohorts on serving specific student populations. Examples to be considered include, options for expanding current programs such as Umoja Scholars, developing new cohorts such as a Spanish speaking cohort, or development of a First Year Experience.

Indicators Addressed: Course Completion | ESL & Basic Skills | Degrees & Certificates | Transfer

Primary Responsibility: Dean of Student Success

3. Dedicated Counseling/Staff for Specific Populations

A: Strengthen ESL Program Outreach and Counseling (with Basic Skills Initiative)

Create two (2) part-time counselors to engage in outreach activities for increasing participation in ESL, and to provide intrusive support to ESL students through one-on-one and group student advising as well as high interaction/connection with ESL courses.

Indicators Addressed: Access | ESL & Basic Skills

Primary Responsibility: Dean of Counseling & Student Support, Counseling Department, ESL Faculty, Dean of Liberal Arts, Basic Skills Committee, Outreach Director

B: Increase Support for Foster Youth

Fund the creation of one part-time counselor to specifically work with Foster Youth by providing one-on-one and group student advising as well as workshops for current and prospective students.

Indicators Addressed: Course Completion

Primary Responsibility: Dean of Counseling & Student Support, Counseling Department, Financial Aid

C: Increase Support for DSPS students (with 3SP)

Provide additional DSPS counseling at Pittsburg and Brentwood locations (to be funded by 3SP).

Indicators Addressed: Access | Course Completion | ESL & Basic Skills | Degrees & Certificates | Transfer

Primary Responsibility: Dean of Counseling & Student Support, Counseling Department, DSPS

D: Develop Student Success Reengagement Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

In conjunction with 3SP efforts, fund the development and staffing of a Student Success Reengagement Team including staff coordinator(s) and part-time counseling to work proactively and reactively in order to reduce the number of students on probation/dismissal status (currently approx. 2,000 annually).

Indicators Addressed: Access | Course Completion | ESL & Basic Skills | Degrees & Certificates | Transfer

Primary Responsibility: Dean of Counseling & Student Support

4. Professional Development for Faculty and Staff

A: Establish robust Professional Development for equity

Fund the creation of a Professional Development facilitator/coordinator (50% faculty coordination) to work with the current PD Facilitator in order to provide significant professional development opportunities for faculty, staff, and student employees. This work may include bringing outside presenters/experts, hosting conferences/institutes, facilitating on-campus shadowing/mentoring, or other activities to be determined. Additionally, provide significant funding to support equity focused professional development activities.

Indicators Addressed: Access | Course Completion | ESL & Basic Skills | Degrees & Certificates | Transfer

Primary Responsibility: Senior Foundation Director, Professional Learning Facilitator(s), PDAC, LPG

B: Assessment training regarding equity for faculty and staff

Facilitated by the Professional Development coordinator(s), and in conjunction with PDAC, TLC and the District Office of Research and Planning, provide expanded training for programs, departments, and individuals on the use of assessment (inc. CSLO and PSLO assessment, Program Review, department research) for addressing equity issues and increasing equitable outcomes in their respective areas.

Indicators Addressed: Access | Course Completion | ESL & Basic Skills | Degrees & Certificates | Transfer

Primary Responsibility: Professional Learning Facilitator(s), PDAC, TLC, District Research Office, Sr. Dean of Planning & Institutional Effectiveness

C: Explore faculty advising model

Examine models for supporting and training faculty to provide increased advising for students in order to increase support for all students in being more comprehensively directed, focused, nurtured, engaged, connected, and valued (RP Group Six Success Factors).

Indicators Addressed: Course Completion | ESL & Basic Skills | Degrees & Certificates | Transfer

Primary Responsibility: Dean of Counseling & Student Support, Dean of Liberal Arts, Dean of Math & Sciences, Dean of Career Technical Education & Social Sciences, Counseling Department, Academic Senate

5. Hiring at All Levels

A: Develop an equity focused Hiring Toolkit

Currently in development by the IDEA committee, create an equity focused hiring toolkit to be used by departments (instruction and student services) in order to facilitate the increased recruitment of diverse candidates for applicant pools and the hiring of equity focused employees with high expertise in their field.

Indicators Addressed: Access | Course Completion | ESL & Basic Skills | Degrees & Certificates | Transfer

Primary Responsibility: IDEA, EEO Committee, Human Resources, Vice President of Instruction & Student Services

B: Regular reporting on diversity of LMC employees to college and community

Work with college and District leadership to provide regular annual reporting to various constituencies/forums (ex. college assembly, Senates, department chairs) on the status (and changes) in the diversity of LMC's workforce in order to support departments and administration in hiring diverse employees who are able to represent and serve the specific needs of the continually changing LMC student population.

Indicators Addressed: Access | Course Completion | ESL & Basic Skills | Degrees & Certificates | Transfer

Primary Responsibility: IDEA, EEO Committee, Human Resources, District Research Office

6. Policy

A: Address needed support for IDEA committee

As a Shared Governance committee currently without specific financial or staffing support for operations, work to identify needed support for the IDEA committee. Following identification of needs, secure institutionally funded support related to staffing and committee costs necessary to supporting IDEA in its mission to promote equity in all areas on campus, including assisting in monitoring the implementation of activities and commitments specified in the Student Equity Plan.

Indicators Addressed: Access | Course Completion | ESL & Basic Skills | Degrees & Certificates | Transfer

Primary Responsibility: SGC, President, Student Equity Plan Coordinator, IDEA

B: Examine institutional language regarding equity

Examine institutional language, communications, and policies that support (or hinder) fostering a college climate that supports diversity, inclusion, and equity, and make necessary improvements/changes as identified.

Indicators Addressed: Access | Course Completion | ESL & Basic Skills | Degrees & Certificates | Transfer

Primary Responsibility: IDEA, SGC

7. Marketing/Outreach

A: Increase HS outreach efforts to include early outreach activities beginning in 9th grade (with 3SP and CPT)

Funded by 3SP and the Career Pathways Trust, support the hiring of a High School/Community Outreach Coordinator and a High School Connector in order to increase college outreach efforts with a specific focus on increasing access and college going rates for the populations identified in the Student Equity Plan.

Indicators Addressed: Access

Primary Responsibility: Outreach Director, HS/Community Outreach Coordinator, HS Connector, Dean of Student Success, Dean of Career Technical Education & Social Sciences

B: Increase ESL specific outreach efforts (with BSI)

See 3A.

OVERALL

A: Create a Student Equity Plan Coordinator position

Supported by institutional funding, create a Student Equity Plan Coordinator position (faculty coordination) designed to guide the implementation of Student Equity Plan activities, and to develop and implement evaluation processes for individual components and the plan as a whole.

Primary Responsibility: Vice President of Instruction & Student Services

B: Provide Mini-grants to new activities

Facilitated by the IDEA committee, provide mini-grants (from Student Equity Plan funds) to support individuals, teams, departments, and units in the development of new activities that provide direct intervention and/or support to disproportionally impacted students for one or more of the student success indicators, as identified in the Student Equity Plan.

Primary Responsibility: IDEA

INDICATOR: ACCESS

COMPARE THE PERCENTAGE OF EACH POPULATION GROUP THAT IS ENROLLED TO THE PERCENTAGE OF EACH GROUP IN THE ADULT POPULATION WITHIN THE COMMUNITY SERVED.

CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

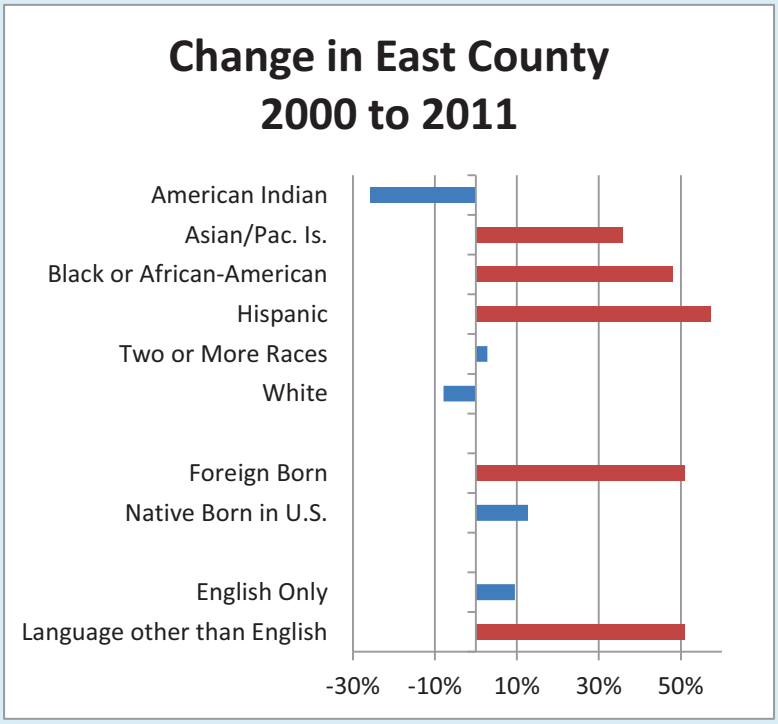
The following groups were identified as facing the largest disproportionate impact with regard to Access to the college:

- **High School Graduates**
- **African Americans, Asian/Pacific Islanders, and Latinos**
- **Non-English Speakers**
- **Foreign Born Students**

KEY RELEVANT DATA

To measure disproportionate impact in this area, rather than use the proposed metric which examines one particular year, the results of the ***CCCCD Environmental Scan (August 2013)*** were used as they demonstrate trending changes in the service area population. Key findings include:

"East county experienced the largest **increase in the number of public high school graduates** among all three areas of the county. The number of graduates increased… **50.1%** during this period. The **growth in the number of graduates will continue**…"



ACTIVITIES

1A: Provide additional African American Student Engagement/Leadership opportunities

3A: Strengthen ESL Program Outreach and Counseling

3C: Increase Support for DSPS students

3D: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4A: Establish robust Professional Development for equity

5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

7A: Increase HS outreach efforts to include early outreach activities beginning in 9th grade

7B: Increase ESL specific outreach efforts

GOALS

Increase the number of students attending *the college annually* ***for the particular subgroups identified*** *through the research, with a* ***specific focus*** *on increasing the number of* ***East County High School graduates****.*

GROUP	12-13	15-16	16-17	17-18	18-19
HS Grads	17%	24%	32%	40%	50%

INDICATOR: COURSE COMPLETION

Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

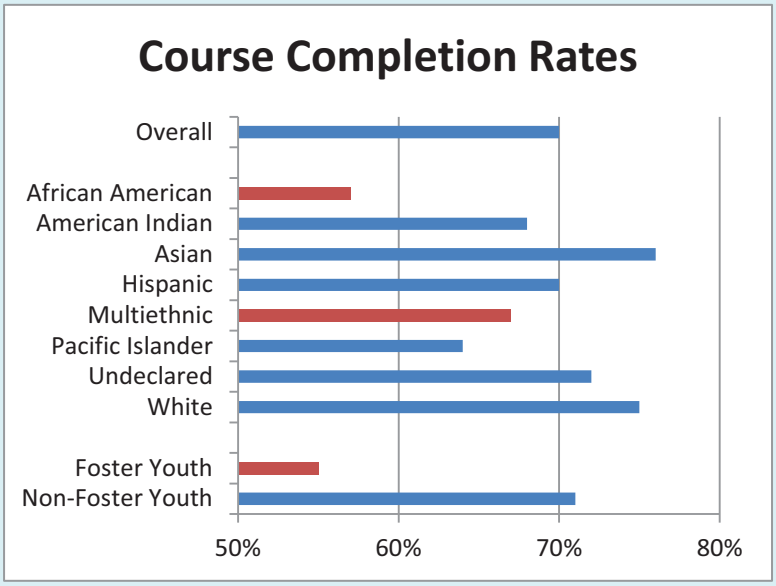
CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

The overall current course completion success rate for the college is 70%. The data below indicates that **Foster Youth** have a course completion success rate of 55% with represents the largest gap with regard to equity. Additionally, **African American** and **multiethnic** groups have significant gaps, with 57% and 67% course completion success rates respectively.

Additional campus data shows that **African American** and **multiethnic** groups are **significantly overrepresented** in the number of students on **Probation and Dismissal** status.

KEY RELEVANT DATA



RESOURCES

1A: Provide additional African American Student Engagement/Leadership opportunities

2A: Explore scaling up impact of Learning Communities/Cohorts

3B: Increase Support for Foster Youth

3C: Increase Support for DSPS students

3D: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4A: Establish robust Professional Development for equity

4B: Assessment training regarding equity

4C: Explore faculty advising model

5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

GOALS

*Increase **African American, multiethnic, and Foster Youth** (together with all groups) to a **minimum success rate of 75%**.*

GROUP	2013	2016	2017	2018	2019
African Americans	57%	60%	65%	70%	75%

GROUP	2013	2016	2017	2018	2019
Multiethnic	67%	69%	71%	73%	75%

GROUP	2013	2016	2017	2018	2019
Foster Youth	55%	60%	65%	70%	75%

INDICATOR: ESL COMPLETION

RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A DEGREE-APPLICABLE COURSE AFTER HAVING COMPLETED THE FINAL ESL OR BASIC SKILLS COURSE COMPARED TO THE NUMBER OF STUDENTS WHO COMPLETE SUCH A FINAL COURSE.

CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

Across the indicator, the **overall completion rate of 6% is** alarmingly low and is highly concerning. Due to the low overall completion rate for the indicator, it was decided that addressing disproportionate impact for subgroups would not be of the greatest benefit to support our ESL student population in reaching this defined completion goal.

KEY RELEVANT DATA

Based on the significantly low completion rates for all groups as well as the **overall completion rate of 6%**, it was determined that revitalization and strengthening of the ESL program as a whole in order to increase equity for ESL students within the college was paramount to focusing on better serving specific populations within the ESL program.

The ESL Program Review data from fall 2008 to spring 2014 show average ESL-internal program completion and success rates of 90% and 80% respectively. Additionally, this data show a marked decrease in enrollments (a 269 decline in seat count from fall of 2008, and a current state of being 60% below our six year average seat count of 359). Combining this with data from the college's Title V HSI Grant that ran from 10/05 to 9/10, we also note that the program has suffered a significant decline in ESL program staff and faculty since the conlusion of the grant (losing the equivalent of a full time faculty member, a full time counselor, a full time outreach and orientation specialist, and a full time coordinator).

ACTIVITIES

1B: Explore Supplemental Instruction

2A: Explore scaling up impact of Learning Communities/Cohorts

3A: Strengthen ESL Program outreach and counseling

3C: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4A: Establish robust Professional Development for equity

4B: Assessment training regarding equity

4C: Explore faculty advising model

5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

GOALS

*Increase **ESL completion rates** for each group to a **minimum of 30%** through **revitalization of the ESL program**.*

GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Overall	**6%**	**10%**	**16%**	**22%**	**30%**

INDICATOR: BASIC SKILLS COMPLETION - ENGLISH

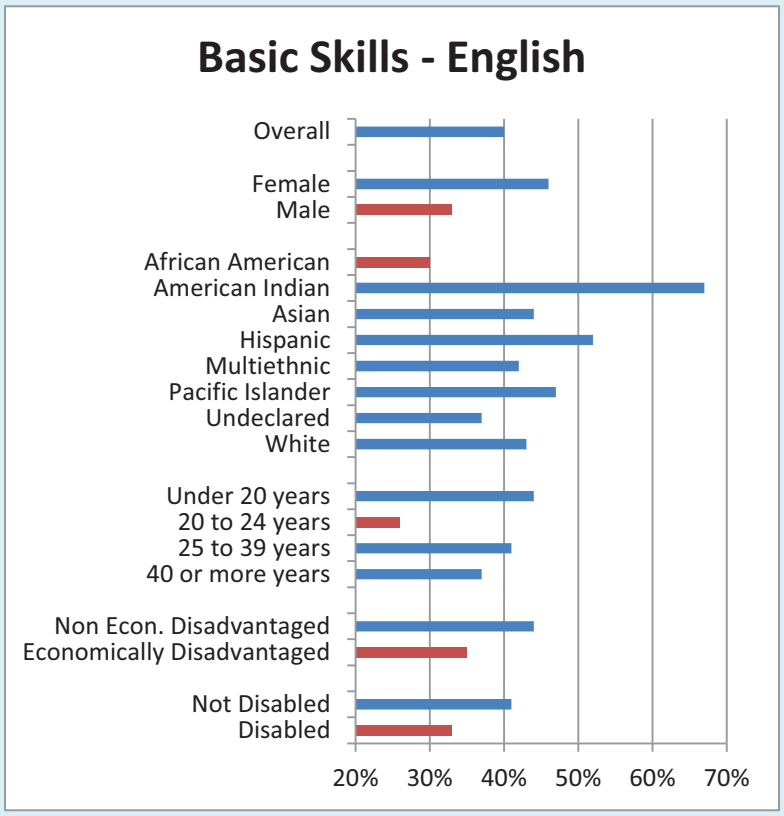
RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A DEGREE-APPLICABLE COURSE AFTER HAVING COMPLETED THE FINAL ESL OR BASIC SKILLS COURSE COMPARED TO THE NUMBER OF STUDENTS WHO COMPLETE SUCH A FINAL COURSE.

CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

Across the indicator, the **overall completion rate of 40% is alarmingly low. Male, African American, age 20-24, Economically Disadvantaged,** and **Disabled** students all face a disproportionate impact with rates of 26-35%.

KEY RELEVANT DATA



RESOURCES

1A: Provide additional African American Student Engagement/Leadership opportunities

1B: Explore Supplemental Instruction

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5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

GOALS

*Increase **overall Basic Skills completion in English to 50%** focusing on the particular subgroups identified through the research.*

GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
20 to 24	26%	32%	38%	44%	50%
GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Afr. American	30%	35%	40%	45%	50%
GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Male	33%	36%	40%	45%	50%
GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Econ. Disad.	33%	36%	40%	45%	50%
GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Disabled	35%	38%	42%	46%	50%

INDICATOR: BASIC SKILLS COMPLETION - MATH

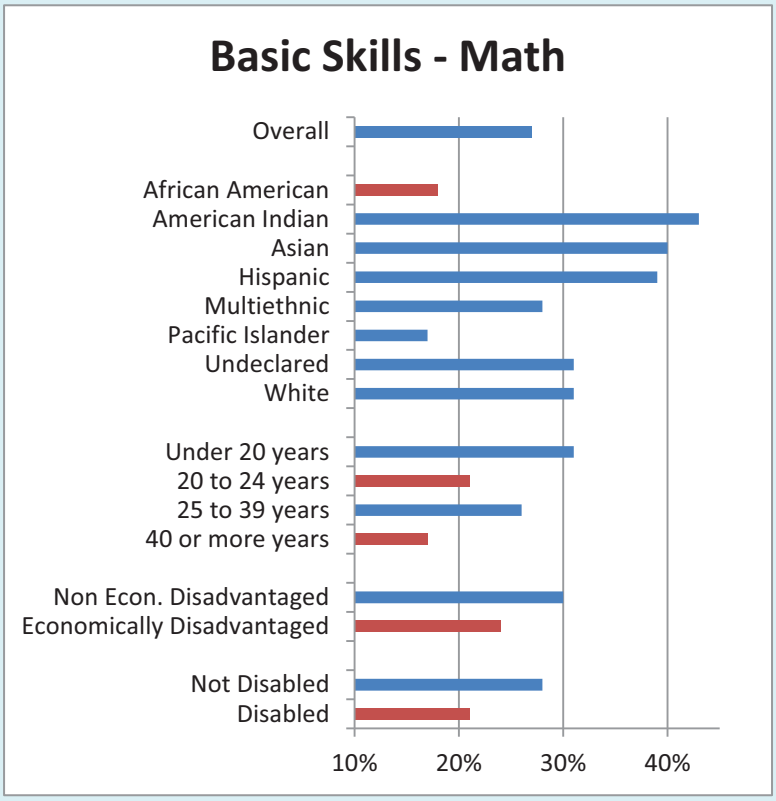
RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A DEGREE-APPLICABLE COURSE AFTER HAVING COMPLETED THE FINAL ESL OR BASIC SKILLS COURSE COMPARED TO THE NUMBER OF STUDENTS WHO COMPLETE SUCH A FINAL COURSE.

CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

Across the indicator, the **overall completion rate of 27% is alarmingly low.** Furthermore, **African American, age 20-24, age 40 or more, Economically Disadvantaged,** and **Disabled** students all face a disproportionate impact with completion rates of 17-24%.

KEY RELEVANT DATA



ACTIVITIES

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5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

GOALS

*Increase **overall Basic Skills completion in Math to 40%** focusing on the particular subgroups identified through the research.*

GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
40 or more	17%	21%	26%	33%	40%
GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Afr. American	18%	22%	27%	33%	40%
GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
20 to 24	21%	25%	30%	35%	40%
GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Disabled	21%	25%	30%	35%	40%
GROUP	2012-13	2015-16	2016-17	2017-18	2018-19
Econ. Disad.	24%	27%	31%	35%	40%

Indicator: Degree and Certificate Completion

Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

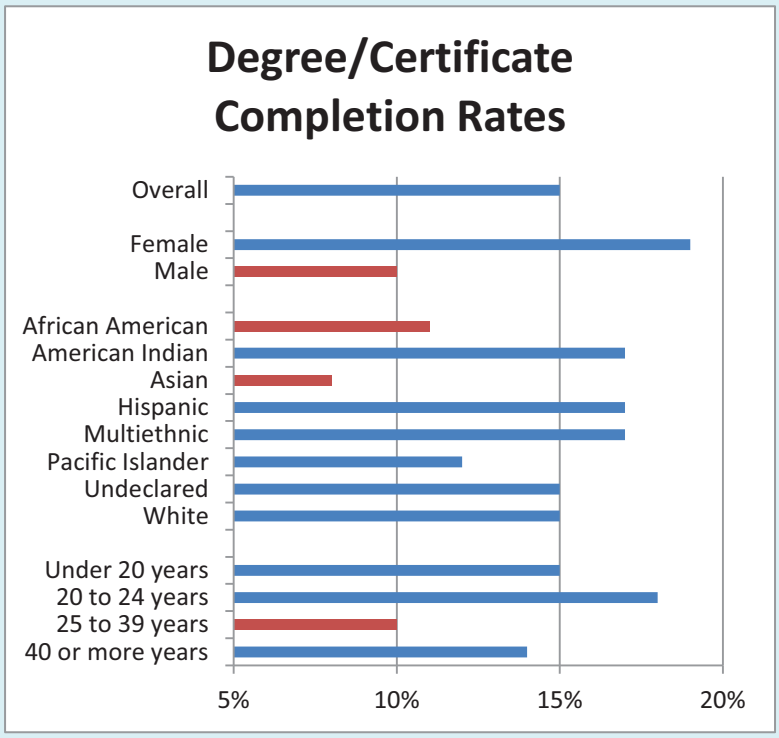
Campus Based Research Findings

Disproportionate Impact:

The data indicated that **Males** and students **ages 25 to 39**, who have a 10% completion rate for degrees and certificates, experience a significant adverse impact, compared with the 15% overall completion rate.

The data also indicates that **Asians**, who have an 8% completion rate and **African Americans** who have an 11% completion rate, experience a significant disproportionate impact, compared with the 15% overall degree and certificate completion rate.

Key Relevant Data



Activities

1A: Provide additional African American Student Engagement/Leadership opportunities

2A: Explore scaling up impact of Learning Communities/Cohorts

3C: Increase Support for DSPS students

3D: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4A: Establish robust Professional Development for equity

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5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

Goals

*Increase all degree completion rates to a **minimum of 17.0%** for all students, with particular attention on the most significant gaps for **Asian**, **Male**, and **African American** students.*

GROUP	2006-07	2007-08	2008-09	2009-10	2010-11
Asians	8%	10%	12%	14%	17%

GROUP	2006-07	2007-08	2008-09	2009-10	2010-11
Males	10%	11%	13%	15%	17%

GROUP	2006-07	2007-08	2008-09	2009-10	2010-11
African Americans	11%	12%	13%	15%	17%

INDICATOR: TRANSFER

Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

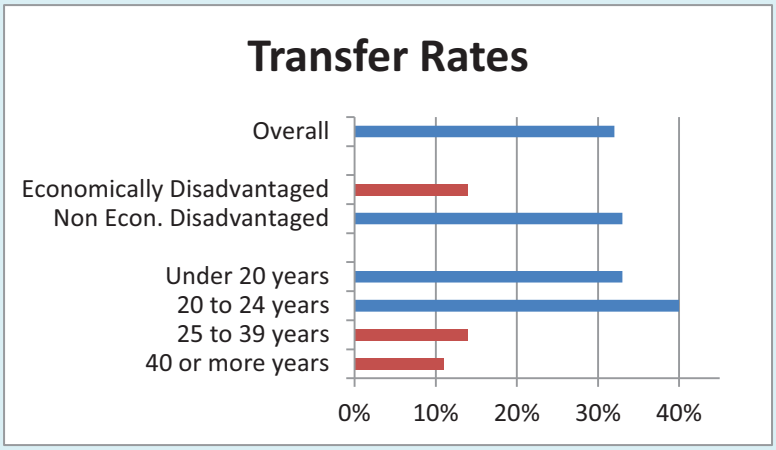
CAMPUS BASED RESEARCH FINDINGS

DISPROPORTIONATE IMPACT:

The data indicated that students ages **25-39**, students **40 or more** years old, and **Economically Disadvantaged** students all experience significant disproportionate impact with regard to Transfer. Each group achieves Transfer at a rate of 11-14%, compared with the overall college rate of 32%.

Additionally, data from the previous cohort year (2006-07) indicates that **African Americans** who have a 27% success rate for transfer, experience a significant adverse impact.

KEY RELEVANT DATA



ACTIVITIES

1A: Provide additional African American Student Engagement/Leadership opportunities

2A: Explore scaling up impact of Learning Communities/Cohorts

3C: Increase Support for DSPS students

3D: Develop Retention Team to serve Students on Probation/Dismissal/Reinstatement (with 3SP)

4A: Establish robust Professional Development for equity

4B: Assessment training regarding equity

4C: Explore faculty advising model

5A: Develop an equity focused Hiring Toolkit

5B: Regular reporting on diversity of LMC employees to college and community

6A: Address needed support for IDEA committee

6B: Examine institutional language regarding equity

GOALS

*Increase all transfer rates to a **minimum of 41.0%** (the state-wide Transfer Velocity Rate) with particular attention on the most significant gap for **Economically Disadvantaged** students, students **ages 25 and older**, and **African American** students.*

GROUP	07-08	09-10	10-11	11-12	12-13
Economically Disadvantaged	14%	19%	26%	33%	41%

GROUP	07-08	2016	2017	2018	2019
25 or more	11-14%	19%	26%	33%	41%

GROUP	06-07	07-08	08-09	2018	2019
African Americans	27%	30%	33%	37%	41%

BUDGET AND EVALUATION

BUDGET OVERVIEW

Based on the range and scope of the activities identified in the plan and the numerous individuals, departments, and groups planning and implementing them, multiple sources of funding will ultimately contribute to the planned activities including:

- Student Equity funds
- Student Success & Support Program funds
- Basic Skills Initiative funds
- General funds
- Categorical funds
- Grants

Furthermore, the following budget identifies specific costs associated with implementation of the various activities outlined in the Student Equity Plan including the **planned use of Student Equity funds in 2014-15**, as well as key **additional funds identified to support new activities** related to other college planning initiatives.

Item	**Cost**
Umoja Conference	$ 21,000.00
HBCU College Tour - 50% of Cost	$ 4,500.00
A2MEND Conference	$ 7,500.00
Professional Development Coordinator - 50% Faculty	$ 50,000.00
Professional Development Activities (Presenters, Workshops, Institutes/Conferences, Stipends, Etc.)	$ 35,000.00
ESL Counselor - 50% Counselor	$ 42,500.00
Foster Youth Counselor - 50% Counselor	$ 42,500.00
Retention Team: Coordinator - 100% MSRS (62)	$ 91,500.00
Retention Team: Counselor - 67% Counselor	$ 55,000.00
Supplemental Instruction Expenses (Tutors, Faculty Stipends, Etc.)	$ 10,887.00
Mini-Grants ($500-$5,000 to support additional activities related to Student Equity Plan)	$ 15,000.00
Total Estimates	**$ 375,387.00**
Total Student Equity Funding	$ 375,387.00
Total Remaining	**$ -**

Additional Key New Items: Non-Student Equity Funded	**Cost**
High School/Community Outreach Coordinator - 100% MSRS (62) [Funded by 3SP]	$ 91,500.00
High School Connector - 100% MSRS (62) [Funded by CPT]	$ 91,500.00
High School Peer Mentoring - Student Ambassadors [Funded by 3SP]	$ 7,500.00
Retention Team: Office Assistant II - 50% (46) [Funded by 3SP]	$ 35,500.00
DSPS Counselor - 100% Counselor [Funded by 3SP]	$ 99,000.00
Additional General/DSPS Counseling at Brentwood [Funded by 3SP]	$ 55,000.00
ESL Counselor - 50% Counselor [Funded by BSI]	$ 42,500.00
HBCU College Tour - 50% of Cost [Funded by Title V HSI Grant]	$ 4,500.00
Student Equity Plan Coordinator - Faculty [Institutionally Supported]	TBD
Staffing/Supplies Support for IDEA Committee [Institutionally Supported]	TBD

EVALUATION

Evaluation of the Student Equity Plan will occur on an ongoing and annual basis.

On an annual basis, the Student Equity Plan Coordinator will work with the District Research Office to provide **data related to the student success indicators** defined in the plan. This data will be shared throughout the college in order to assess progress in meetings the goals outlined in the plan, and to inform decision-making regarding the continuation, modification, or termination of the various activities identified in the plan.

Additionally, in order to inform the various activities outlined in the plan throughout the development and implementation process, the Student Equity Plan Coordinator will work with the individuals/groups/departments responsible for each activity, to **develop formative evaluation processes unique to each activity**.

Appendix A:

Los Medanos College

Student Equity Data Packet (July 2014)

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ACCESS

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

Population	Annual Participation Rate	Number in Student Population	Number in County Population 18-64 Years Old	% Distribution of Student Population	% Distribution of County Population	Difference Between Population Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(a-b)	(a/b)	(rate/highest rate)
Total	**6%**	**12,371**	**193,861**	**100%**	**100%**		1.000	
Female	7%	6,636	98,949	54%	51%	3%	1.051	**1.000**
Male	6%	5,584	94,912	45%	49%	-4%	0.922	0.877
Undeclared	~~	151	0	1%	0%	~~	~~	~~
RACE/ETHNICITY								
Total	**6%**	**12,371**	**193,861**	**100%**	**100%**		1.000	
African-American	8%	2,053	24,402	17%	13%	4%	1.318	0.658
American Indian	5%	34	686	0%	0%	0%	0.777	0.388
Asian	6%	1,274	21,501	10%	11%	-1%	0.929	0.464
Hispanic	6%	4,184	67,654	34%	35%	-1%	0.969	0.484
Pacific Islander	8%	94	1,217	1%	1%	0%	1.210	0.605
Two or more races	13%	785	6,144	6%	3%	3%	2.002	**1.000**
White	5%	3,531	72,257	29%	37%	-9%	0.766	0.382
Undeclared	~~	416	0	3%	0%	~~	~~	~~
AGE GROUP								
Total	**6%**	**12,371**	**193,861**	**100%**	**100%**		1.000	
Under 20 years*	40%	3,915	9,848	32%	5%	27%	6.230	**1.000**
20 to 24 years	20%	4,210	21,294	34%	11%	23%	3.098	0.497
25 to 39 years	5%	2,805	61,575	23%	32%	-9%	0.714	0.115
40 or more years*	1%	1,441	101,144	12%	52%	-41%	0.223	0.036
Undeclared	~~	0	0	0%	0%	~~	~~	~~

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Green signals above; red signals below on Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

*Regardless of the college population the county comparison group is limited to adults ages 18-64 years old.

Source: Student population from CCCCO Data Mart, Annual 2012-13. County population 18-64 years old from Economic Modeling Specialist, Inc. (EMSI) demographic data for 2013.

STUDENT EQUITY
DATA PACKET

July 2014

Office of Research and Planning

Contra Costa Community College District

500 Court Street

Martinez, California 94553

COURSE COMPLETION

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

LMC Students - Fall 2013	Successful Course Completion Rate	Number Enrolled	Number Successfully Completing Course	% Distribution of Students Enrolled	% Distribution of Students Successfully Completing	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER								
Total	**70%**	**125,022**	**87,263**	na	na	na	na	na
Female	70%	66,862	47,026	na	na	na	na	na
Male	69%	55,878	38,659	na	na	na	na	na
Undeclared	69%	2,282	1,578	na	na	na	na	na
RACE/ETHNICITY								
Total	**70%**	**125,022**	**87,263**	na	na	na	na	na
African-American	57%	21,211	12,024	na	na	na	na	na
American Indian	68%	545	372	na	na	na	na	na
Asian	76%	12,527	9,577	na	na	na	na	na
Hispanic	70%	38,882	27,134	na	na	na	na	na
Pacific Islander	64%	1,166	742	na	na	na	na	na
Two or more races	67%	5,296	3,531	na	na	na	na	na
White	75%	36,690	27,607	na	na	na	na	na
Undeclared	72%	8,705	6,276	na	na	na	na	na
AGE GROUP								
Total	**70%**	**125,022**	**87,263**	na	na	na	na	na
Under 20 years	69%	44,385	30,784	na	na	na	na	na
20 to 24 years	68%	43,286	29,273	na	na	na	na	na
25 to 39 years	71%	24,904	17,708	na	na	na	na	na
40 or more years	76%	12,414	9,471	na	na	na	na	na
Undeclared	82%	33	27	na	na	na	na	na

NOTE: Because couse success rate is based on seat count (enrollment) instead of head count the metrics are not applicable (na).

Enrollment count is number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR
Success count is number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP

Source: CCCCO Data Mart, Outcomes, Success Rate, Fall 2013.

ESL COMPLETION

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL course compared to the number of those students who complete such a final ESL course.

ESL 2007-2008 to 2012-2013 Cohort	Improvement Rate	Number in Starting Cohort	Number Improving	% Distribution of Starting Cohort	% Distribution of Improving Group	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	**6%**	**201**	**12**	**100%**	**100%**		1.000	
Female	5%	130	7	65%	58%	-6%	0.902	0.625
Male	9%	58	5	29%	42%	13%	1.444	**1.000**
Undeclared	0%	13	0	6%	0%	-6%	0.000	0.000
RACE/ETHNICITY								
Total	**6%**	**201**	**12**	**100%**	**100%**		1.000	
African-American	17%	6	1	3%	8%	5%	na	1.833
American Indian	~~	0	0	0%	0%	~~	~~	~~
Asian	8%	25	2	12%	17%	4%	1.340	0.880
Filipino	0%	1	0	0%	0%	0%	na	0.000
Hispanic	5%	146	7	73%	58%	-14%	0.803	0.527
Pacific Islander	~~	0	0	0%	0%	~~	~~	~~
White	9%	11	1	5%	8%	3%	1.523	**1.000**
Undeclared	8%	12	1	6%	8%	2%	1.396	0.917
AGE GROUP								
Total	**6%**	**201**	**12**	**100%**	**100%**		1.000	
Under 20 years	16%	19	3	9%	25%	16%	2.645	**1.000**
20 to 24 years	10%	30	3	15%	25%	10%	1.675	0.633
25 to 39 years	5%	86	4	43%	33%	-9%	0.779	0.295
40 or more years	3%	66	2	33%	17%	-16%	0.508	0.192
Undeclared	~~	0	0	0%	0%	~~	~~	~~
ECONOMICALLY DISADVANTAGED								
Total	**6%**	**201**	**12**	**100%**	**100%**		1.000	0.708
Yes	8%	83	7	41%	58%	17%	1.413	**1.000**
No	4%	118	5	59%	42%	-17%	0.710	0.502
DISABLED STUDENTS								
Total	**6%**	**201**	**12**	**100%**	**100%**		1.000	0.239
Yes	25%	8	2	4%	17%	13%	na	**1.000**
No	5%	193	10	96%	83%	-13%	0.868	0.207

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Green signals above; red signals below on Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of credit students who attempted a course designated at “levels below transfer” in ESL and successfully completed a college-level ESL course or a college-level English course within six years. The cohort is defined as the year the student attempts a course at “levels below transfer” in ESL at that college.

Source: CCCCO Data On Demand, 2014 Scorecard, 2007-2008 BSI Cohort.

BASIC SKILLS ENGLISH COMPLETION

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final basic skills course compared to the number of those students who complete such a final basic skills course.

Basic Skills English 2007-2008 to 2012-2013 Cohort	Improvement Rate	Number in Starting Cohort	Number Improving	% Distribution of Starting Cohort	% Distribution of Improving Group	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	**40%**	**1,342**	**540**	**100%**	**100%**		1.000	
Female	46%	733	334	55%	62%	7%	1.132	**1.000**
Male	33%	546	179	41%	33%	-8%	0.815	0.719
Undeclared	43%	63	27	5%	5%	0%	1.065	0.941
RACE/ETHNICITY								
Total	**40%**	**1,342**	**540**	**100%**	**100%**		1.000	
African-American	30%	288	87	21%	16%	-5%	0.751	0.583
American Indian	67%	6	4	0%	1%	0%	na	1.287
Asian	44%	57	25	4%	5%	0%	1.090	0.847
Filipino	52%	83	43	6%	8%	2%	1.288	**1.000**
Hispanic	42%	415	174	31%	32%	1%	1.042	0.809
Pacific Islander	47%	19	9	1%	2%	0%	1.177	0.914
White	43%	376	162	28%	30%	2%	1.071	0.832
Undeclared	37%	98	36	7%	7%	-1%	0.913	0.709
AGE GROUP								
Total	**40%**	**1,342**	**540**	**100%**	**100%**		1.000	
Under 20 years	44%	918	403	68%	75%	6%	1.091	**1.000**
20 to 24 years	26%	227	59	17%	11%	-6%	0.646	0.592
25 to 39 years	41%	138	56	10%	10%	0%	1.008	0.924
40 or more years	37%	59	22	4%	4%	0%	0.927	0.849
Undeclared	~~	0	0	0%	0%	~~	~~	~~
ECONOMICALLY DISADVANTAGED								
Total	**40%**	**1,342**	**540**	**100%**	**100%**		1.000	
Yes	35%	566	199	42%	37%	-5%	0.874	0.800
No	44%	776	341	58%	63%	5%	1.092	**1.000**
DISABLED STUDENTS								
Total	**40%**	**1,342**	**540**	**100%**	**100%**		1.000	
Yes	33%	134	44	10%	8%	-2%	0.816	0.800
No	41%	1,208	496	90%	92%	2%	1.020	**1.000**

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Green signals above; red signals below on Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of credit students who attempted a course designated at “levels below transfer” in English and successfully completed a college-level course in English within six years. The cohort is defined as the year the student attempts a course at “levels below transfer” in English at that college.

Source: CCCCO Data On Demand, 2014 Scorecard, 2007-2008 BSI Cohort.

BASIC SKILLS MATH COMPLETION

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final basic skills course compared to the number of those students who complete such a final basic skills course.

Basic Skills Math 2007-2008 to 2012-2013 Cohort	Improvement Rate	Number in Starting Cohort	Number Improving	% Distribution of Starting Cohort	% Distribution of Improving Group	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	**27%**	**1,333**	**366**	**100%**	**100%**		1.000	
Female	29%	731	209	55%	57%	2%	1.041	**1.000**
Male	26%	535	140	40%	38%	-2%	0.953	0.915
Undeclared	25%	67	17	5%	5%	0%	0.924	0.887
RACE/ETHNICITY								
Total	**27%**	**1,333**	**366**	**100%**	**100%**		1.000	
African-American	18%	310	56	23%	15%	-8%	0.658	0.590
American Indian	43%	7	3	1%	1%	0%	na	1.399
Asian	40%	43	17	3%	5%	1%	1.440	1.291
Filipino	39%	59	23	4%	6%	2%	1.420	1.273
Hispanic	28%	403	112	30%	31%	0%	1.012	0.907
Pacific Islander	17%	12	2	1%	1%	0%	0.607	0.544
White	31%	395	121	30%	33%	3%	1.116	**1.000**
Undeclared	31%	104	32	8%	9%	1%	1.121	1.004
AGE GROUP								
Total	**27%**	**1,333**	**366**	**100%**	**100%**		1.000	
Under 20 years	31%	762	238	57%	65%	8%	1.138	**1.000**
20 to 24 years	21%	258	55	19%	15%	-4%	0.776	0.683
25 to 39 years	26%	225	58	17%	16%	-1%	0.939	0.825
40 or more years	17%	87	15	7%	4%	-2%	0.628	0.552
Undeclared	0%	1	0	0%	0%	0%	na	0.000
ECONOMICALLY DISADVANTAGED								
Total	**27%**	**1,333**	**366**	**100%**	**100%**		1.000	
Yes	24%	575	139	43%	38%	-5%	0.880	0.807
No	30%	758	227	57%	62%	5%	1.091	**1.000**
DISABLED STUDENTS								
Total	**27%**	**1,333**	**366**	**100%**	**100%**		1.000	
Yes	21%	135	28	10%	8%	-2%	0.755	0.735
No	28%	1,198	338	90%	92%	2%	1.028	**1.000**

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Green signals above; red signals below on Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of credit students who attempted a course designated at “levels below transfer” in Math and successfully completed a college-level course in Math within six years. The cohort is defined as the year the student attempts a course at “levels below transfer” in Math at that college.

Source: CCCCO Data On Demand, 2014 Scorecard, 2007-2008 BSI Cohort.

DEGREE AND CERTIFICATE COMPLETION

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

2007-2008 to 2012-2013 Cohort	Award Rate	Number in Starting Cohort	Number Receiving Award	% Distribution of Starting Cohort	% Distribution of Students with Awards	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	**15%**	**1,401**	**209**	**100%**	**100%**		1.000	
Female	19%	712	136	51%	65%	14%	1.280	**1.000**
Male	10%	610	61	44%	29%	-14%	0.670	0.524
Undeclared	15%	79	12	6%	6%	0%	1.018	0.795
RACE/ETHNICITY								
Total	**15%**	**1,401**	**209**	**100%**	**100%**		1.000	
African-American	11%	201	23	14%	11%	-3%	0.767	0.657
American Indian	17%	12	2	1%	1%	0%	1.117	0.957
Asian	8%	61	5	4%	2%	-2%	0.549	0.471
Filipino	17%	76	13	5%	6%	1%	1.147	0.982
Hispanic	17%	402	70	29%	33%	5%	1.167	**1.000**
Pacific Islander	12%	17	2	1%	1%	0%	0.789	0.676
White	15%	509	76	36%	36%	0%	1.001	0.857
Undeclared	15%	123	18	9%	9%	0%	0.981	0.840
AGE GROUP								
Total	**15%**	**1,401**	**209**	**100%**	**100%**		1.000	
Under 20 years	15%	1,199	179	86%	86%	0%	1.001	0.813
20 to 24 years	18%	98	18	7%	9%	2%	1.231	**1.000**
25 to 39 years	10%	67	7	5%	3%	-1%	0.700	0.569
40 or more years	14%	37	5	3%	2%	0%	0.906	0.736
Undeclared	~~	0	0	0%	0%	~~	~~	~~
ECONOMICALLY DISADVANTAGED								
Total	**15%**	**1,401**	**209**	**100%**	**100%**		1.000	
Yes	15%	775	118	55%	56%	1%	1.021	**1.000**
No	15%	626	91	45%	44%	-1%	0.974	0.955
DISABLED STUDENTS								
Total	**15%**	**1,401**	**209**	**100%**	**100%**		1.000	
Yes	20%	76	15	5%	7%	2%	1.323	**1.000**
No	15%	1,325	194	95%	93%	-2%	0.981	0.742
Limited Services	~~	0	0	0%	0%	~~	~~	~~

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Green signals above; red signals below on Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned AA/AS or credit (Chancellor's Office approved) Certificate.

Source: CCCCO Data On Demand, 2014 Scorecard, 2007-2008 SPAR Cohort.

30-UNITS

Student Groups	Rate of Students with 30 Units	Number in Starting Cohort	Number Completing 30 Units	% Distribution of Students in Starting Cohort	% Distribution of Students Completing	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	**64%**	**1,401**	**900**	**100%**	**100%**		1.000	
Female	65%	712	465	51%	52%	1%	1.017	**1.000**
Male	63%	610	384	44%	43%	-1%	0.980	0.964
Undeclared	65%	79	51	6%	6%	0%	1.005	0.988
RACE/ETHNICITY								
Total	**64%**	**1,401**	**900**	**100%**	**100%**		1.000	
African-American	62%	201	124	14%	14%	-1%	0.960	0.852
American Indian	75%	12	9	1%	1%	0%	1.168	1.036
Asian	61%	61	37	4%	4%	0%	0.944	0.838
Filipino	72%	76	55	5%	6%	1%	1.127	**1.000**
Hispanic	65%	402	263	29%	29%	1%	1.018	0.904
Pacific Islander	71%	17	12	1%	1%	0%	1.099	0.975
White	63%	509	320	36%	36%	-1%	0.979	0.869
Undeclared	65%	123	80	9%	9%	0%	1.012	0.899
AGE GROUP								
Total	**64%**	**1,401**	**900**	**100%**	**100%**		1.000	
Under 20 years	66%	1,199	796	86%	88%	3%	1.033	**1.000**
20 to 24 years	52%	98	51	7%	6%	-1%	0.810	0.784
25 to 39 years	51%	67	34	5%	4%	-1%	0.790	0.764
40 or more years	51%	37	19	3%	2%	-1%	0.799	0.773
Undeclared	~~	0	0	0%	0%	~~	~~	~~
ECONOMICALLY DISADVANTAGED								
Total	**64%**	**1,401**	**900**	**100%**	**100%**		1.000	
Yes	69%	775	537	55%	60%	4%	1.079	**1.000**
No	58%	626	363	45%	40%	-4%	0.903	0.837
DISABLED STUDENTS								
Total	**64%**	**1,401**	**900**	**100%**	**100%**		1.000	
Yes	66%	76	50	5%	6%	0%	1.024	**1.000**
No	64%	1,325	850	95%	94%	0%	0.999	0.975
Limited Services	~~	0	0	0%	0%	~~	~~	~~

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Green signals above; red signals below on Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units in the CCC system within six years of entry.

Source: CCCCO Data On Demand, 2014 Scorecard, 2007-2008 SPAR Cohort.

PERSISTENCE

Student Groups	Persistence Rate	Number in Starting Cohort	Number Persisting	% Distribution of Students in Starting Cohort	% Distribution of Students Persisting	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	**62%**	**1,401**	**868**	**100%**	**100%**		1.000	
Female	63%	712	445	51%	51%	0%	1.009	**1.000**
Male	62%	610	380	44%	44%	0%	1.005	0.997
Undeclared	54%	79	43	6%	5%	-1%	0.879	0.871
RACE/ETHNICITY								
Total	**62%**	**1,401**	**868**	**100%**	**100%**		1.000	
African-American	59%	201	119	14%	14%	-1%	0.956	0.922
American Indian	58%	12	7	1%	1%	0%	0.942	0.908
Asian	49%	61	30	4%	3%	-1%	0.794	0.766
Filipino	62%	76	47	5%	5%	0%	0.998	0.963
Hispanic	63%	402	253	29%	29%	0%	1.016	0.980
Pacific Islander	59%	17	10	1%	1%	0%	0.949	0.916
White	64%	509	327	36%	38%	1%	1.037	**1.000**
Undeclared	61%	123	75	9%	9%	0%	0.984	0.949
AGE GROUP								
Total	**62%**	**1,401**	**868**	**100%**	**100%**		1.000	
Under 20 years	63%	1,199	750	86%	86%	1%	1.010	**1.000**
20 to 24 years	55%	98	54	7%	6%	-1%	0.889	0.881
25 to 39 years	57%	67	38	5%	4%	0%	0.915	0.907
40 or more years	70%	37	26	3%	3%	0%	1.134	1.123
Undeclared	~~	0	0	0%	0%	~~	~~	~~
ECONOMICALLY DISADVANTAGED								
Total	**62%**	**1,401**	**868**	**100%**	**100%**		1.000	
Yes	59%	775	461	55%	53%	-2%	0.960	0.915
No	65%	626	407	45%	47%	2%	1.049	**1.000**
DISABLED STUDENTS								
Total	**62%**	**1,401**	**868**	**100%**	**100%**		1.000	
Yes	61%	76	46	5%	5%	0%	0.977	0.976
No	62%	1,325	822	95%	95%	0%	1.001	**1.000**
Limited Services	~~	0	0	0%	0%	~~	~~	~~

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Green signals above; red signals below on Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and enrolled in first three consecutive primary semester terms (or four quarter terms) anywhere in the CCC system.

Source: CCCCO Data On Demand, 2014 Scorecard, 2007-2008 SPAR Cohort.

COMPLETION (SPAR)

Student Groups	Completion Rate	Number in Starting Cohort	Number Completing	% Distribution of Students in Starting Cohort	% Distribution of Students Completing	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	**43%**	**1,401**	**604**	**100%**	**100%**		1.000	
Female	44%	712	315	51%	52%	1%	1.026	**1.000**
Male	42%	610	254	44%	42%	-1%	0.966	0.941
Undeclared	44%	79	35	6%	6%	0%	1.028	1.001
RACE/ETHNICITY								
Total	**43%**	**1,401**	**604**	**100%**	**100%**		1.000	
African-American	40%	201	81	14%	13%	-1%	0.935	0.747
American Indian	42%	12	5	1%	1%	0%	0.966	0.772
Asian	56%	61	34	4%	6%	1%	1.293	1.033
Filipino	54%	76	41	5%	7%	1%	1.251	**1.000**
Hispanic	39%	402	158	29%	26%	-3%	0.912	0.729
Pacific Islander	47%	17	8	1%	1%	0%	1.092	0.872
White	41%	509	210	36%	35%	-2%	0.957	0.765
Undeclared	54%	123	67	9%	11%	2%	1.263	1.010
AGE GROUP								
Total	**43%**	**1,401**	**604**	**100%**	**100%**		1.000	
Under 20 years	45%	1,199	543	86%	90%	4%	1.050	**1.000**
20 to 24 years	35%	98	34	7%	6%	-1%	0.805	0.766
25 to 39 years	27%	67	18	5%	3%	-2%	0.623	0.593
40 or more years	24%	37	9	3%	1%	-1%	0.564	0.537
Undeclared	~~	0	0	0%	0%	~~	~~	~~
ECONOMICALLY DISADVANTAGED								
Total	**43%**	**1,401**	**604**	**100%**	**100%**		1.000	
Yes	42%	775	328	55%	54%	-1%	0.982	0.960
No	44%	626	276	45%	46%	1%	1.023	**1.000**
DISABLED STUDENTS								
Total	**43%**	**1,401**	**604**	**100%**	**100%**		1.000	
Yes	30%	76	23	5%	4%	-2%	0.702	0.303
No	100%	1,325	581	95%	96%	2%	1.017	**1.000**
Limited Services	~~	0	0	0%	0%	~~	~~	~~

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Green signals above; red signals below on Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry: Earned AA/AS or credit Certificate (Chancellor's Office approved); Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC); Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >=

Source: CCCCO Data On Demand, 2014 Scorecard, 2007-2008 SPAR Cohort.

TRANSFER

The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

2007-2008 to 2012-2013 Cohort	Transfer Rate	Number in Starting Cohort	Number Transferring	% Distribution of Starting Cohort	% Distribution of Students Transferring	Difference Between Groups	Proportionality Index	80-Percent Index
GENDER				a	b	(b-a)	(b/a)	(rate/highest rate)
Total	**32%**	**1,363**	**441**	**100%**	**100%**		1.000	
Female	32%	739	239	54%	54%	0%	1.000	**1.000**
Male	32%	547	176	40%	40%	0%	0.994	0.995
Undeclared	34%	77	26	6%	6%	0%	1.044	1.044
RACE/ETHNICITY								
Total	**32%**	**1,363**	**441**	**100%**	**100%**		1.000	
African-American	40%	205	81	15%	18%	3%	1.221	0.909
American Indian	0%	9	0	1%	0%	-1%	na	0.000
Asian	38%	69	26	5%	6%	1%	1.165	0.867
Filipino	43%	69	30	5%	7%	2%	1.344	**1.000**
Hispanic	29%	426	125	31%	28%	-3%	0.907	0.675
Pacific Islander	46%	13	6	1%	1%	0%	1.426	1.062
White	29%	451	132	33%	30%	-3%	0.905	0.673
Undeclared	34%	121	41	9%	9%	0%	1.047	0.779
AGE GROUP								
Total	**32%**	**1,363**	**441**	**100%**	**100%**		1.000	
Under 20 years	33%	1,198	397	88%	90%	2%	1.024	0.819
20 to 24 years	40%	84	34	6%	8%	2%	1.251	**1.000**
25 to 39 years	14%	44	6	3%	1%	-2%	0.421	0.337
40 or more years	11%	37	4	3%	1%	-2%	0.334	0.267
Undeclared	~~	0	0	0%	0%	~~	~~	~~
CalWORKS								
Total	**32%**	**1,363**	**441**	**100%**	**100%**		1.000	
Yes	14%	22	3	2%	1%	-1%	0.421	0.417
No	33%	1,341	438	98%	99%	1%	1.009	**1.000**
DISABLED STUDENTS								
Total	**32%**	**1,363**	**441**	**100%**	**100%**		1.000	
Yes	33%	72	24	5%	5%	0%	1.030	**1.000**
No	32%	1,291	417	95%	95%	0%	0.998	0.969

NOTE: Groups with fewer than 10 in starting cohort are excluded from Proportionality Index. Green signals above; red signals below on Proportionality Index. Undeclared and groups with <5% distribution in starting cohort are excluded from 80-Percent Index. Rounding errors occur where decimals are removed.

Definition: The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student's transfer outcome is calculated for a time frame of six years after initial enrollment.

Source: CCCCO Data Mart, Outcomes, Transfer Velocity, 2007-2008 Cohort, 6 Year Period.

DATA SOURCES

Data sources for the success indicators that measure disproportionate impact by disaggregated subgroups

Success Indicators	Gender		Ethnicity		Age Group		Disability Status		Economically Disadvantaged	
	DM	DOD	DM	DOD	DM	DOD	DM	DOD	DM	DOD
Access (Under Development)	✓		✓		✓					
Course Completion	✓		✓		✓					
ESL and Basic Skills Completion										
ESL		✓		✓		✓		✓		✓
Remedial English		✓		✓		✓		✓		✓
Remedial Math		✓		✓		✓		✓		✓
Degree and Certificate Completion										
30-Units		✓		✓		✓		✓		✓
Persistence		✓		✓		✓		✓		✓
Completion (SPAR)		✓		✓		✓		✓		✓
Transfer	✓		✓		✓		✓		✓	

DM = Data Mart
DOD = Data On Demand

- Data Mart: http://datamart.cccco.edu/DataMart.aspx
- Data On Demand (Scorecard Data Specifications): http://scorecard.cccco.edu/scorecarddocumentation.aspx
- Data Element Information: http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED.aspx
- Student Equity Plan Documentation (Plan template, Instructions, FAQ, Guidelines for Measuring Disproportionate Impact, etc.): http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx

Appendix B:

Los Medanos College

Veterans and Foster Youth Success and Persistence Rates (2008-2013)

COLLEGE	TERM	Veteran status	Head Count	Enrollment	Success	Success Rate	Persisted	FA to SP Persistence Rate
LMC	2008FA	Veterans	120	364	261	72%	91	76%
LMC	2009FA	Veterans	212	637	485	76%	153	72%
LMC	2010FA	Veterans	266	786	589	75%	202	76%
LMC	2011FA	Veterans	271	808	607	75%	193	71%
LMC	2012FA	Veterans	279	846	648	77%	184	66%
LMC	2013FA	Veterans	266	819	613	75%	188	71%
LMC	2008FA	Non-Veterans	9903	25367	17340	68%	6214	63%
LMC	2009FA	Non-Veterans	10848	28003	19187	69%	6880	63%
LMC	2010FA	Non-Veterans	9692	26135	17892	68%	6372	66%
LMC	2011FA	Non-Veterans	8858	23029	16404	71%	5880	66%
LMC	2012FA	Non-Veterans	8499	22758	15901	70%	5603	66%
LMC	2013FA	Non-Veterans	8466	22104	15646	71%	5589	66%

* Data derived from Colleague System: VETERAN_ASSOC

COLLEGE	TERM	Foster Youth status	Head Count	Enrollment	Success	Success Rate	Persisted	FA to SP Persistence Rate
LMC	2008FA	Foster Youth	226	739	419	57%	155	69%
LMC	2009FA	Foster Youth	165	530	294	55%	107	65%
LMC	2010FA	Foster Youth	172	534	306	57%	116	67%
LMC	2011FA	Foster Youth	218	682	382	56%	151	69%
LMC	2012FA	Foster Youth	194	627	340	54%	134	69%
LMC	2013FA	Foster Youth	169	489	271	55%	116	69%
LMC	2008FA	Non-Foster Youth	9797	24992	17182	69%	6150	63%
LMC	2009FA	Non-Foster Youth	10895	28110	19378	69%	6926	64%
LMC	2010FA	Non-Foster Youth	9786	26387	18175	69%	6458	66%
LMC	2011FA	Non-Foster Youth	8911	23155	16629	72%	5922	66%
LMC	2012FA	Non-Foster Youth	8584	22977	16209	71%	5653	66%
LMC	2013FA	Non-Foster Youth	8563	22434	15988	71%	5661	66%

* Data derived from Colleague System: ISIR_FAFSA

Appendix C:

Contra Costa Community College District

Environmental Scan (August 2013)

Contra Costa Community College District

ENVIRONMENTAL SCAN
(External)

August 2013

Office of District Research

Contra Costa Community College District

500 Court Street

Martinez, California 94553

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Executive Summary

External Environment Implications for Planning

The population of Contra Costa County has been growing steadily over the past 100 years. The number of county residents increased from fewer than 20,000 persons in 1900 to more than one million in 2011. Demographers project a relatively slower rate of growth in the county's population in the next 25 years. By the year 2030, more than 200,000 persons are expected to be added to the current population of the county, making the total more than 1.25 million persons.

Working age adults (age 18 to 64) represent a sizable county age group (63% of the population). This group includes the traditional college age students (18 to 24) and others who are in their prime career building, childbearing, and home buying years. This group will have a major impact on the business outlook, the housing market, college enrollment, and adult learning within the county over the next several decades.

Between 2000 and 2011, the population in the county grew by 89,001 persons (9.4%). Most of this growth was the result of the increase in the population of Hispanics and Asians. These two groups are leading the population growth in the county and have contributed 90 percent of that growth between 2000 and 2011.

The number of foreign-born residents in the county increased from 180,488 in 2000 to 245,126 persons in 2011, or 36% increase during this period.

Between 2000 and 2011, the number of county persons speaking a language other than English at home increased from 229,484 persons to 318,027 persons, an increase of 88,543 persons or 38.6%, during this period.

The relative share of Contra Costa County college enrollment in comparison to total enrollment at all levels of education increased from 22.9% in 2000 to 25.0% in 2011. This increase reflects a slightly higher level of community participation in higher education than in past years.

Educational attainment has a direct impact on household income and employment. Persons with a bachelor's degree earn 61% higher income compared to those who have a high school diploma and are more like to be employed. Contra Costa residents with the bachelor's degree and those with graduate or professional degrees constituted 38.9% of the population 25 years and older in 2011, compared to 35.0% in 2000.

The number of high school graduates is expected to reach its peak by 2013-14, but a declining trend will follow for the next four to five years up to 2017-18. Unless there is a surge in the number of adult learners, overall college enrollment is expected to follow a similar pattern.

The high school graduation rate in Contra Costa County for 2010-11 was 83.1%. Asian and White students have graduation rates that are 15 to 25 percentage points higher than those of African American and Hispanic students. These lower high school graduation rates mean lower lifetime economic opportunity, higher unemployment rates, and lower chances for completing college.

The serious gap in the Academic Performance Index (API) among the schools in different parts of the county is a reflection of the differences in educational attainment and the household income of the respective regions. The challenge for the district is to work collaboratively with the K-12 system to improve the API scores for all students regardless of their location.

While UC, CSU and independent colleges have increased their share of high school graduates, community colleges in the county appear to have some difficulty attracting their rightful share. Intense marketing efforts will be needed to recruit more students at all three colleges.

Recruitment of adult learners is another piece of the enrollment puzzle. The adult participation rate represents the proportion of the general population 18 to 64 years old who enrolled at community colleges in the district within a given period. A higher participation rate reflects a larger college enrollment, a relatively younger population, or both. In 2011-12, the annual participation rate for the district stood at 8.3%, compared to 11.9% in 2001-02, reflecting the decline in enrollment resulting from factors such as tuition increases.

The market potential for community colleges in the district represents the population 25 years and older who have an educational attainment less than an associate degree. In 2011, the market included 370,903 persons in Contra Costa County. Examining how to appeal to these individuals can increase college participation rates and expand district-wide enrollments.

Job openings in the County show continued growth and stability over the next ten years. However, reliance on manufacturing, extraction, mining and farming is currently transitioning to more service-oriented industries including healthcare, environmental technology, and software development. The implication for the community colleges is that programs for healthcare should be strengthened and expanded. The colleges may want to invest their limited resources in developing curricula in the areas of telecommunication, bioscience, medical technology and environmental technology.

In 2011, the median household income for the wealthiest city in the county (Danville) was $133,360, compared to $45,305 for the lowest income city (San Pablo). The implication for higher education is that a steadily large number of elite applicants go to elite colleges because the upper middle class wants the best for their children. The open admissions institutions and the community colleges had to settle for students who are under-prepared for college work.

The implication of the unaffordable housing market is that recruitment of professional talent to fill faculty and staff positions becomes a serious challenge. Industry relocation in the area becomes extremely difficult. Students who graduate from the colleges in the district will be facing a tough housing market and may have to locate elsewhere. Students who are educated in California but locate in other states represent a brain drain and a net loss for the state’s taxpayers.

Introduction

Environmental Scanning

Traditionally, colleges have relied on historical data to provide the basis upon which to build strategic plans. However, relying too heavily on historical data limits an institution's ability to anticipate change and adapt to the changing environment in a systematic manner. On the other hand, the further out one ventures in anticipating change, the less effective will be the ability to predict it. Therefore, one needs to strike a balance between over-prediction and heavy reliance on historical data. For this reason, environmental scanning is most useful when applied to the mid-range planning process which projects the future three to five years hence.

Environmental scanning is defined by Brown and Weiner as "… a kind of radar to scan the world systematically and signal the new, the unexpected, the major and the minor"[1].

The environment in which community colleges must function is a complex set of social, cultural, political, and economic conditions that affect the nature of their service areas and their internal operations. However, effective environmental scanning should not be limited to the examination of forces of change in the external environment; it should be extended to evaluating the internal environment as well. Scanning the internal environment focuses on analyzing and using information about the institutional resources (human, financial, facilities, technology), organizational climate and internal communication, enrollment trends, student demographics, student success and progress, student services, and other similar elements and processes that assist the district in determining how to proceed.

Jack Welch, the former chief executive officer of General Electric, once said, "When the rate of change on the outside exceeds the rate of change on the inside, the end is in sight"[2]. In other words, an organization that is not in tune with its environment will soon lose its competitive edge, and its ability to adapt to change will be diminished. Environmental scanning is the first step in becoming proactive rather than reactive to change.

Effective environmental scanning for the Contra Costa Community College District should be based on identifying the broad trends, both internally and externally, determining which of these trends may be relevant to both present and future operations of the district, and projecting the impact of these trends on the future. Environmental scanning should be used as a basis for charting the strategic directions and goals for the district.

Forces of Change

The basic framework of higher education in California has been essentially unaltered for almost forty years, when the state's master plan for higher education was completed in the 1960s. However, specific

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[1] A. Brown and Eric Weiner, Supermanaging: How to Harness Change for Personal and Organizational Success (New York: Mentor, 1985), p. ix.

[2] William A. Wojciechowski and Dedra Manes, Planning for the 21st Century: A Guide for Community Colleges (Leadwood, KS: Leathers Publishing, 2003), p.33

policies have been continuously enacted regarding finance, governance, accountability, and other related topics, and these have resulted in substantial changes in the state's educational landscape. However, these changes have been anchored within a fundamental policy framework characterized by the following basic elements:

- A limited definition of the student base encompassing primarily those recently graduated from high schools.
- A brick and mortar mentality presuming that education will be delivered on college campuses through face-to-face interactions between students and faculty.
- An assumption that educational objectives of both students and institutions can be measured by transfer to four-year institutions and by graduation rates in terms of degrees and certificates received and granted.
- Acceptance of self-reported quality assurance based on traditionally defined academic processes. [3]

Many forces are emerging to challenge these basic premises and alter the parameters within which higher education operates. The new environment suggests a paradigm shift and a new conceptual understanding of the role of post-secondary education in the state.

Higher education has traditionally believed that it has three roles, namely the creation and validation of knowledge, preservation of knowledge and information, and the transmission of this knowledge to others through teaching and publications. However, with the continuous rise in the cost of education and with no apparent increase in benefits, students, young and old, are expecting a return on their investment. In effect, the public is demanding evidence of improved student learning, in addition to fulfilling the traditional roles of higher education. These demands are justified given the recent national studies pointing to an accelerating trend in the opposite direction.[4]

Business and political leaders expect higher education to provide the training and retraining of the workforce in order to be able to compete in a global economy and maintain the standard of living. However, one of the largest barriers to local and statewide economic development is the area of basic skills education. A large number of adults remain functionally illiterate.

Students come to college with different backgrounds, experiences, cultures, and educational needs. They also come in a variety of races and ethnicities and different levels of competencies in the use of English. Students are also growing more diverse as ethnic and cultural diversification accelerates in the population to be served.

Another complexity is the age distribution of students. We are beyond the time when college was the domain of those between the ages of 18 to 24. Many people do not begin college until later in life. Even those who earn degrees in their twenties, return to college for further education or "booster shots" at

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[3] Dennis Jones, Peter Ewell, and Aims McGuiness, The Challenge and Opportunity Facing Higher Education: An Agenda for Policy research, The National Center for Public Policy and Higher Education, December, 1998.

[4] Justin D. Baer, Andrea L. Cook and Stéphane Baldi, The Literacy of America's College Students, American Institutesfor Research (funded by the Pew Charitable Trusts), January 2006

different times in their lives. The older the students, the more diverse their experiences will have been, and the more complex the task of responding to their needs.

As the learners become more diverse, so should the learning methods. No one method of teaching works all the time. Particular methods flow from the specific type of learning needed to achieve desired results in a given course or program. Learning and understanding do not necessarily occur because one is taught. The paradigm shift from teaching to a learning focus provides a different set of lenses that will undoubtedly impact the way we view our policies, practices and our organizational architecture.

The advancement in technology represents another challenge that has significantly impacted traditional methods of delivery. The so called iPod generation is at the door demanding eye-catching visuals, interactive instructional methods, and active engagement in learning. Moreover, Eli Noam of Columbia University predicted that "…the future will witness a reversal in the historic direction of information flow. In the past, people came to the information, which was stored at the university. In the future, the information will come to the people wherever they are." [5]

The Framework

The environmental scanning framework consists of two components: The external environment and the internal profile. The external environment includes analysis and discussion of the forces of change external to the district, including the demographic, social, and economic changes and competition. The internal profile includes analysis and discussion of student access and success issues, programs and curricular offerings, human resources, and productivity. Detailed discussion of these items follows.

[5] Noam, Eli. "Electronics and the Dim Future of the University." Science, Vol. 270, pp. 247-249, October 13, 1995. Can be found at http://www.asis.org/annual-96/noam.html

External Environment

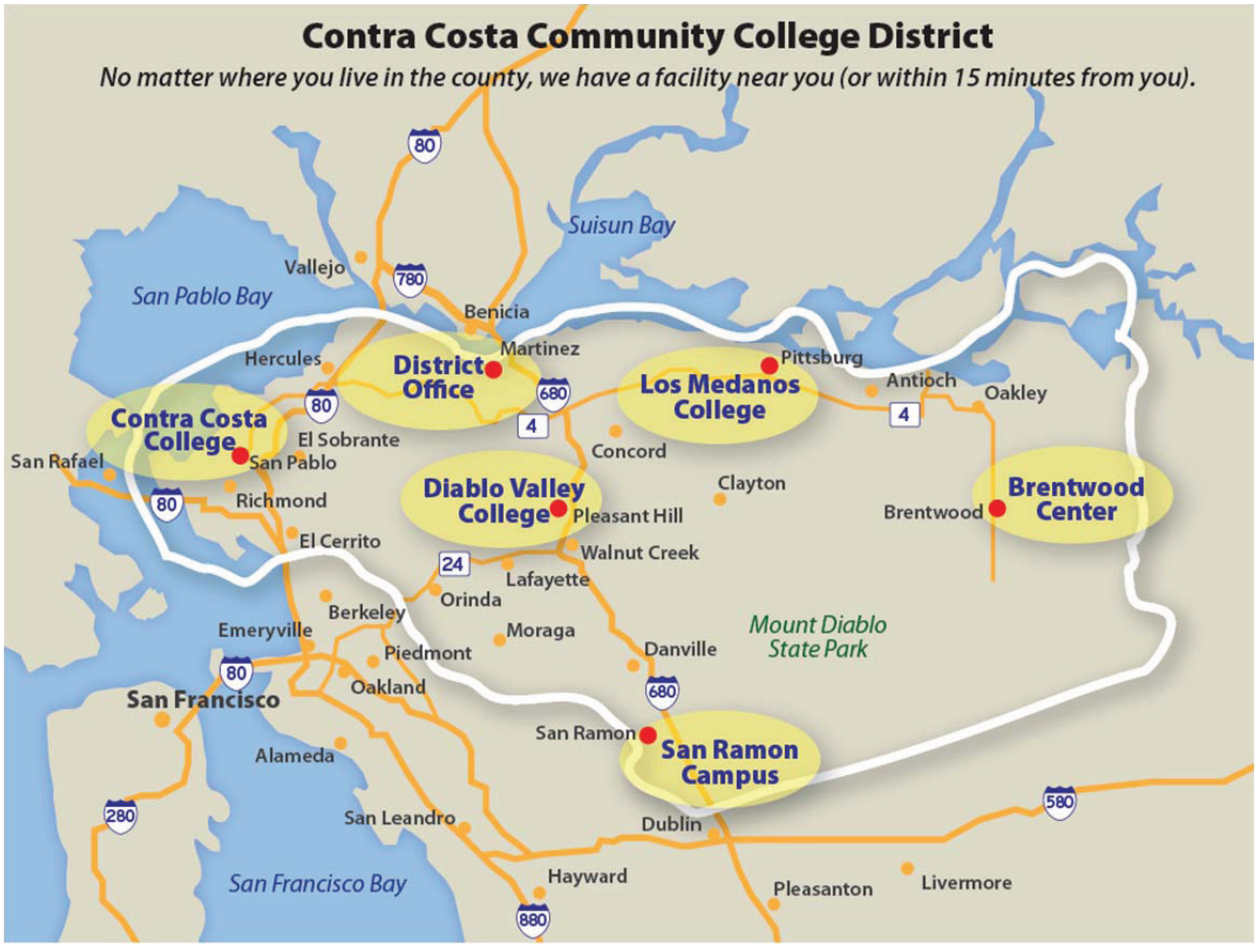
This section provides information about Contra Costa County and its sub-regional areas. Issues discussed include demographic trends, educational opportunities, socioeconomic characteristics, and financing of California community colleges. Information has been drawn from a variety of sources including the US Census, US Census 2010, the 2011 American Community Survey, and the 2012 Performance Index of Contra Costa County.

General Overview of the County

Contra Costa County is a suburban-commercial county of more than one million residents who live in 19 cities and towns and dozen unincorporated areas (Figure 1). The county ranks ninth in the state (out of 58 counties) and 37th in the US (out of 3,141 counties) in terms of population size. Following are brief statements that provide summary information about the county. More details will be presented later in this report.

- In the last decade, Contra Costa County's population grew by 16.0% compared to 10.0% for California, and 9.7% for the US.
- The County has 720 square miles in land area (the size of Rhode Island), but it has high population density of 1,465 persons per square mile, compared to 239 for California and 87 for the US. The high population density impacts college enrollment, housing cost, and the quality of life.
- In 2011, 96.1% of the county population reported only one race, with 68.8% of the population reporting White, compared with 74.0% for the state, and 78.1% for the US. African Americans represented 9.7% in the County, compared to 6.6% in the state and 13.1% in the US. Asians and Pacific Islanders constituted 15.8% in the county, compared to 13.6% in the state, and only 5.2% in the US. The population of the county is 24.8% Hispanic (of any race), compared to 38.1% in California and 16.7% in the nation as a whole.
- In 2012, Health Care and Social Assistance was the largest of 21 major business sectors.
- Median household income in 2011 was $79,135 in the county, compared to only $61,632 in the state, and $52,762 in the US.

Figure 1: Map of Contra Costa Community College District



Section 1: Demographic Trends

Population Growth

This study presents a discussion of several factors including population growth, gender, age, ethnicity, place of birth, and the language spoken at home. The underlying theme in this section is the presentation of tables, graphs, and narrative related to the current state of affairs, the longitudinal changes between 2000 and 2010, and the differences among the three geographical regions of the county (east, west, and central), based on US Census information. The implications of the data for strategic planning at the district and its colleges will also be highlighted.

Longitudinal Changes: The population of Contra Costa County has been growing steadily over the past 100 years. The number of county residents increased from less than 20,000 persons in 1900 to more than one million in 2010. This phenomenal increase represents the gradual settlement of the county through domestic and foreign migration. With the exception of the phenomenal growth following World War II, each ten-year period witnessed a double digit growth rate. Despite the continued increase in population, the rate of growth has been slowing down. Between 2000 and 2010, the rate of growth was 10.6%, compared to two and three times that rate in earlier years. (Table 1)

Demographers project a relatively slower rate of growth in the County's population (Table 2), compared to the growth level of the past. By the year 2050, more than 450,000 persons are expected to be added to the current population of the county, making the total more than 1.4 million persons.

Most of the population growth is projected to take place in the eastern and southern parts of the county due to the availability of land and the more affordable housing cost. This population growth will impact the population density and quality of life, and therefore require major investments in highway construction, mass transit systems, new schools, parks, and other infrastructure needs.

Regional Differences: In both 2000 and 2010, Contra Costa's five largest cities were Concord, Antioch, Richmond, San Ramon, and Walnut Creek. While every place in Contra Costa grew, some grew much more than others. The fastest growing city in the county was Brentwood, which more than doubled in population. The cities of Oakley and San Ramon also expanded rapidly. While the population growth in West county and Central county remained in the single digits from 2000 to 2010, (4.8% and 5.7%, respectively), East county's population grew into the double digits (26.6%).

Table 1: Regional Differences in Population Growth for Contra Costa County

Year	West County	Central County	East County	All Contra Costa
2000	242,439	475,403	230,974	948,816
2010	254,165	502,422	292,438	1,049,025
% Growth	4.8%	5.7%	26.6%	10.6%

Source: U.S. Census Bureau Decennial Census information for Contra Costa County, 2000 and 2010.

Table 2: Total Population Projections for California and Contra Costa County, 2010 to 2050

	Estimates	Projections			
	2010	**2020**	**2030**	**2040**	**2050**
California	37,309,382	40,643,643	44,279,354	47,690,186	50,365,074
Contra Costa	1,052,211	1,147,399	1,254,205	1,392,509	1,489,068

Projections Prepared by Demographic Research Unit, California Department of Finance, January 2013

Gender

Of the 1,037,817 persons living in Contra Costa County in 2011, 51.2% were females and 48.8% were males (Table 3). This breakdown is similar to that of California, but it is slightly different from that of the US as a whole (males, 49.2%; females, 50.8%). In effect, women outnumber men since their life expectancy is usually longer than that of men. However, this relationship may be altered slightly due to other factors such as wars, immigration, and levels of educational attainment.

Longitudinal changes: The proportion of men (48.8) and women (51.2) in Contra Costa County have not changed from 2000 to 2011 (Table 3). The number of females exceeded that of males by 22,276 persons in 2000 and by 24,617in 2011. The ratio of males to females has remained at 954 males to every 1,000 females.

Regional Differences: There are some differences among the county's regions and these differences are reflected, to some extent, in college enrollment. East County has the highest proportion of men to women (967 men per 1,000 women) among all three regions. See Figure 2. This is mostly due to the movement of young families in their prime age into this area. Central County and West County have lower proportions of men to women (949 and 950 men per 1,000 women, respectively). This relatively lower ratio may be due to population aging (women's life expectancy is higher than men) and probably the existence of a larger percentage of female households.

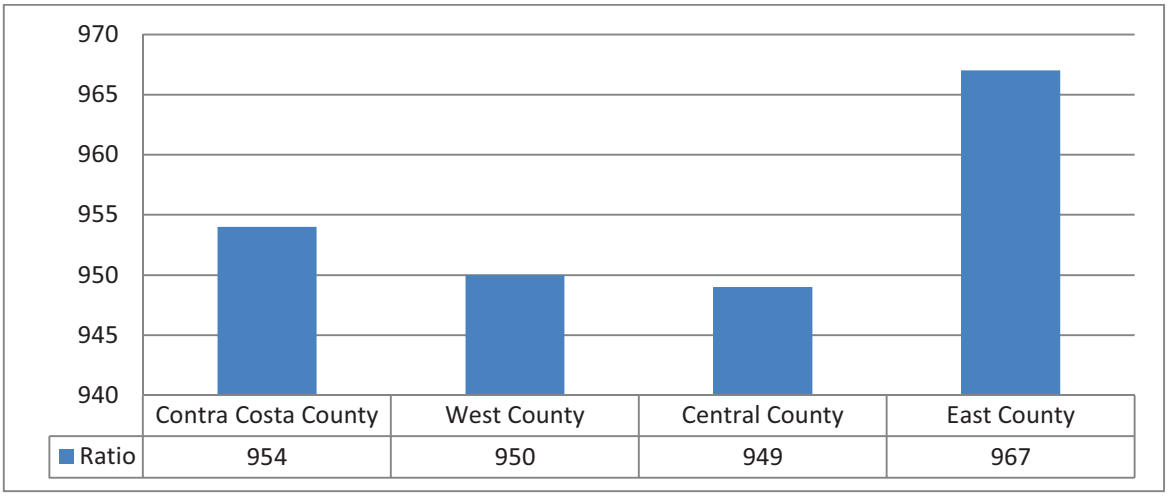
The implications of this analysis will become apparent when enrollment demographics are discussed later. However, it is important to note that as the population ages, there will be more women than men and that younger communities tend to have a more balanced distribution among the genders.

Table 3: Change to Gender Distribution in Contra Costa County, 2000 to 2011

	2000		2011 ACS		Change: 2000 to 2011	
Region / Gender	n	%	n	%	n	%
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
Female	485,546	51.2%	531,217	51.2%	45,671	9.4%
Male	463,270	48.8%	506,600	48.8%	43,330	9.4%
Total	948,816	100.0%	1,037,817	100.0%	89,001	9.4%
West County						
Female	125,018	51.6%	128,228	51.3%	3,210	2.6%
Male	117,421	48.4%	121,794	48.7%	4,373	3.7%
Total	242,439	100.0%	250,022	100.0%	7,583	3.1%
Central County						
Female	243,973	51.3%	263,098	51.3%	19,125	7.8%
Male	231,430	48.7%	249,579	48.7%	18,149	7.8%
Total	475,403	100.0%	512,677	100.0%	37,274	7.8%
East County						
Female	116,555	50.5%	139,891	50.8%	23,336	20.0%
Male	114,419	49.5%	135,227	49.2%	20,808	18.2%
Total	230,974	100.0%	275,118	100.0%	44,144	19.1%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 2: Ratio of Males to Females per One Thousand Persons in Contra Costa County, 2011



Age

In 2011, Contra Costa County had a population of 1,037,817 persons, with a median age of 38.3 years, compared to 35.1 years for California and 37.0 for the US (Table 4). The age distribution is grouped into five categories. Following is the relative size of these groups in 2011

- The school age group (under 19), 27.5% of the population
- The college age group (20 to 24), 5.8% of the population
- The young adults group (25 to 44), 26.8% of the population
- The older adults group (45 to 64), 27.7% of the population
- The elderly group (65 and older), 12.3% of the population

Longitudinal changes: The relative size of the youngest (under 19) and oldest (65 and older) age groups remained about the same in 2011 as they were in 2000. However, the size of the two adult groups (25 to 44 and 45 to 64) has changed considerably between 2000 and 2011 (Table 4).

There is a gradual shift toward a much older age distribution, primarily due to the significant size of the Baby Boomer Generation (those born between 1946 and 1964) and to the location of Rossmoor (one the largest retirement communities in Northern California) in Central County.

The State of California, Department of Finance Unit projects that by 2050, the percentage of the elderly will increase from its current level of 12.3% to almost 22.4%. On the other hand, by 2050, the percentage of school age youth (those under the age of 18) is expected to decline from 27.5% to 20.5% of the county's population. Working age adults (age 18 to 64) will represent a sizable group (57.1% of the population).

This group includes the traditional college age students (18 to 24) and others who are in their prime career building, childbearing, and home buying years. It will have a major impact on the business outlook, the housing market, college enrollment, and adult learning within the county over the next several decades.

Regional Differences: There are some differences among the three regions of the county (Figure 3).

- East County tends to have the most youth (36.4% under 19), the fewest elderly (8.9% above 65), and the smallest working-age adults (54.8%)
- Central County had a larger elderly population (14.0%), fewer young people (25.8% under 19), and a relatively large percentage of working-age adults (60.2%)
- West County has 26.3% youth, 11.8% elderly, and the greatest percentage of working-age adults (61.8 %)

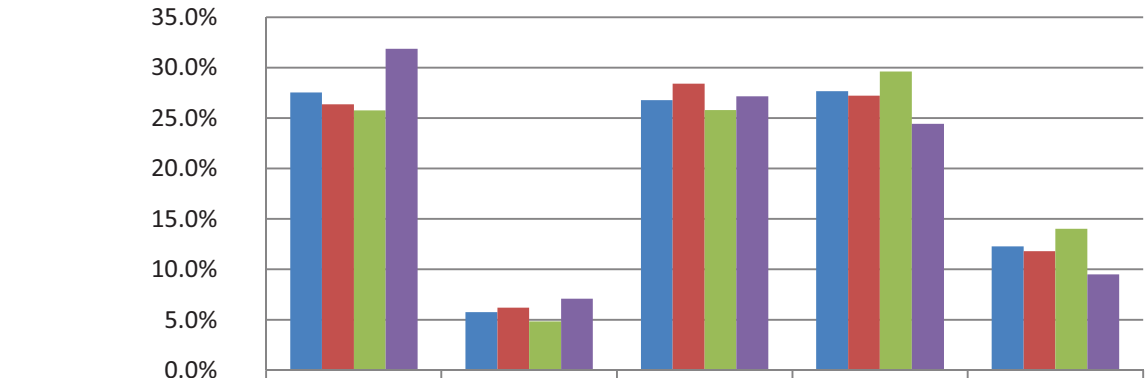
In summary, communities in East County will support a younger population with school and college age students. Communities in South County will have patterns of growth similar to that of the east. In contrast, the population in central and West County will be aging. Communities with large youth populations tend to require more social services such as schools, daycare, health care, and other services. Elderly communities also require a high level of social services including healthcare, adult learning activities, and other social services. The types of educational programs offered by community colleges must change to reflect the demographic makeup of the population.t

Table 4: Change in Age Distribution by County Region, 2000 to 2011

Region / Group	2000		2011 ACS		Change: 2000 to 2011	
	n	%	n	%	n	%
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
Under 19	274,300	28.9%	285,627	27.5%	11,327	4.1%
20 to 24	50,696	5.3%	59,788	5.8%	9,092	17.9%
25 to 44	290,142	30.6%	277,835	26.8%	(12,307)	-4.2%
45 to 64	226,406	23.9%	287,030	27.7%	60,624	26.8%
65 plus	107,272	11.3%	127,537	12.3%	20,265	18.9%
Total	**948,816**	**100.0%**	**1,037,817**	**100.0%**	**89,001**	**9.4%**
West County						
Under 19	70,123	28.9%	65,872	26.3%	(4,251)	-6.1%
20 to 24	15,545	6.4%	15,501	6.2%	(44)	-0.3%
25 to 44	74,113	30.6%	71,046	28.4%	(3,067)	-4.1%
45 to 64	55,284	22.8%	68,057	27.2%	12,773	23.1%
65 plus	27,374	11.3%	29,546	11.8%	2,172	7.9%
Total	**242,439**	**100.0%**	**250,022**	**100.0%**	**7,583**	**3.1%**
Central County						
Under 19	124,485	26.2%	132,078	25.8%	7,593	6.1%
20 to 24	21,602	4.5%	24,799	4.8%	3,197	14.8%
25 to 44	141,882	29.8%	132,151	25.8%	(9,731)	-6.9%
45 to 64	125,733	26.4%	151,766	29.6%	26,033	20.7%
65 plus	61,701	13.0%	71,883	14.0%	10,182	16.5%
Total	**475,403**	**100.0%**	**512,677**	**100.0%**	**37,274**	**7.8%**
East County						
Under 19	79,692	34.5%	87,677	31.9%	7,985	10.0%
20 to 24	13,549	5.9%	19,488	7.1%	5,939	43.8%
25 to 44	74,147	32.1%	74,638	27.1%	491	0.7%
45 to 64	45,389	19.7%	67,207	24.4%	21,818	48.1%
65 plus	18,197	7.9%	26,108	9.5%	7,911	43.5%
Total	**230,974**	**100.0%**	**275,118**	**100.0%**	**44,144**	**19.1%**

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 3: Age Distribution by County Region, 2011



	Under 19	20 to 24	25 to 44	45 to 64	65 plus
Contra Costa County	27.5%	5.8%	26.8%	27.7%	12.3%
West County	26.3%	6.2%	28.4%	27.2%	11.8%
Central County	25.8%	4.8%	25.8%	29.6%	14.0%
East County	31.9%	7.1%	27.1%	24.4%	9.5%

Race/Ethnicity

Contra Costa County has a significant mix of races and ethnic groups that vary by county region. Of the 1,037,817 county residents in 2011, 96.5% indicated only one race, while 3.5% cited two or more races. The county has the following ethnic breakdown in 2011 (Table 5):

- White Non-Hispanic accounted for 48.5%
- African Americans Non-Hispanic represented 8.9%
- Asian / Pacific Islanders Non-Hispanic accounted for 14.5%
- Hispanics of any race represented 23.9%
- American Indians accounted for 0.2%
- Two or more races and other races represented 3.9%

Longitudinal Changes: Between 2000 and 2011, the population in the county grew by 89,001 persons or 9.4%. Most of this growth was the result of the increase in the population of Hispanics and Asians. The number of Hispanics of any race increased from 167,776 in 2000 to 248,089 persons in 2011, a 47.9% increase during this period. The number of Asians/Pacific Islanders also increased sharply by 42.3% during the same period. On the other hand, the number of Whites declined by 45,704 persons, or 8.3% during this period. The implication of this population shift is clear. Two ethnic groups are leading the population growth in the county. It is projected that the size of these two groups will continue to increase in future years.

Regional Differences: The ethnic diversity of the three service areas of the county exhibits sharp contrasts.

- West County has the highest percentage of Hispanic (31.2%) and African American (17.7%) populations of among the three regions. Whites account for 27.5% of the population, Asian 14.5%, Two or More Races 3.5%, Some Other Race 0.4%, and American Indians 0.2%.

- Central County has a majority White population (63.8%) at a proportion that exceeds that of other regions. Asian/Pacific Islanders represent 15.0%, while African Americans account for a tiny minority of the population, only 2.4%. Two or More Races was 3.5%, Some Other Race 0.4%, American Indians 0.2%. Hispanics of any race, counted separately, represent 14.7%.
- East County has a majority of Whites at 39.2%, while African Americans account for 12.9%, Asians/Pacific Islanders for 9.2%, and American Indians 0.3%. Two or more Races was 3.4% and Some Other Race was 0.4%. Hispanics in East County, counted separately, represent the highest percentage among the three regions (34.5%).

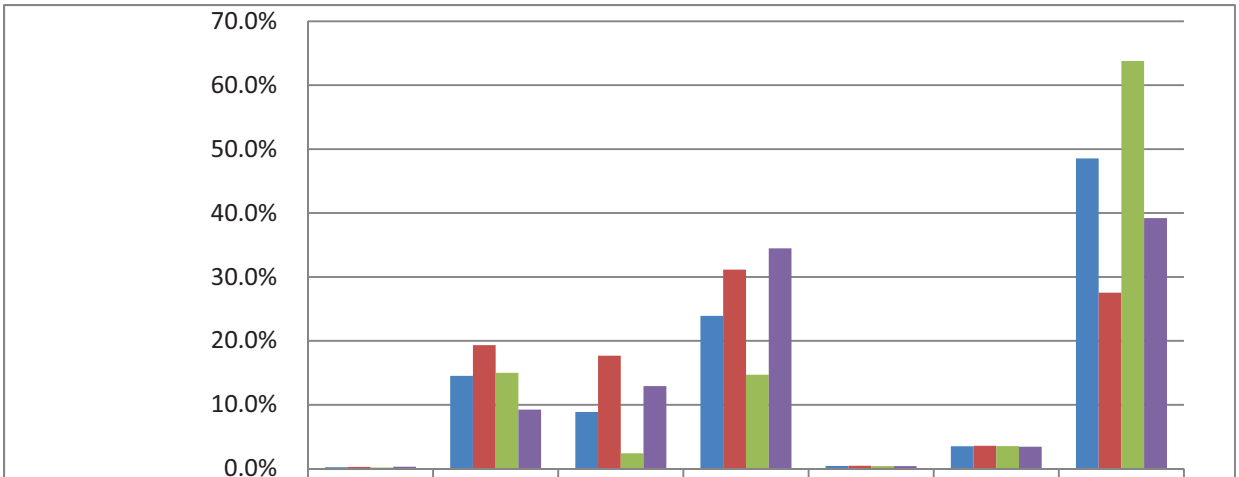
In summary, each college has unique student and staff diversity issues that are quite different from those of other colleges. It is as if the geography of the county has created three individual communities that are thinly or minimally related to each other.

Table 5: Change in the Race/Ethnicity of Contra Costa County Population, 2000 to 2011

	2000 Population		2011 Population		Change: 2000 to 2011	
Region / Group	n	%	n	%	n	%
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
American Indian	3,648	0.4%	2,488	0.2%	(1,160)	-31.8%
Asian/ Pac.Is.	105,838	11.2%	150,630	14.5%	44,792	42.3%
Black or African American	86,851	9.2%	92,044	8.9%	5,193	6.0%
Hispanic	167,776	17.7%	248,089	23.9%	80,313	47.9%
Some Other Race	2,636	0.3%	4,350	0.4%	1,714	65.0%
Two or More Races	32,658	3.4%	36,511	3.5%	3,853	11.8%
White	549,409	57.9%	503,705	48.5%	(45,704)	-8.3%
Total	**948,816**	**100.0%**	**1,037,817**	**100.0%**	**89,001**	**9.4%**
West County						
American Indian	699	0.3%	691	0.3%	(8)	-1.1%
Asian/ Pac.Is.	45,094	18.6%	48,339	19.3%	3,245	7.2%
Black or African American	61,337	25.3%	44,175	17.7%	(17,162)	-28.0%
Hispanic	58,913	24.3%	77,897	31.2%	18,984	32.2%
Some Other Race	921	0.4%	1,119	0.4%	198	21.5%
Two or More Races	9,047	3.7%	8,963	3.6%	(84)	-0.9%
White	66,428	27.4%	68,838	27.5%	2,410	3.6%
Total	**242,439**	**100.0%**	**250,022**	**100.0%**	**7,583**	**3.1%**
Central County						
American Indian	1,251	0.3%	966	0.2%	(285)	-22.8%
Asian/ Pac.Is.	46,114	9.7%	76,881	15.0%	30,767	66.7%
Black or African American	8,557	1.8%	12,315	2.4%	3,758	43.9%
Hispanic	52,294	11.0%	75,363	14.7%	23,069	44.1%
Some Other Race	956	0.2%	2,097	0.4%	1,141	119.4%
Two or More Races	15,384	3.2%	18,075	3.5%	2,691	17.5%
White	350,847	73.8%	326,980	63.8%	(23,867)	-6.8%
Total	**475,403**	**100.0%**	**512,677**	**100.0%**	**37,274**	**7.8%**
East County						
American Indian	1,121	0.5%	831	0.3%	(290)	-25.9%
Asian/ Pac.Is.	18,709	8.1%	25,410	9.2%	6,701	35.8%
Black or African American	24,021	10.4%	35,554	12.9%	11,533	48.0%
Hispanic	60,284	26.1%	94,829	34.5%	34,545	57.3%
Some Other Race	521	0.2%	1,134	0.4%	613	117.7%
Two or More Races	9,214	4.0%	9,473	3.4%	259	2.8%
White	117,104	50.7%	107,887	39.2%	(9,217)	-7.9%
Total	**230,974**	**100.0%**	**275,118**	**100.0%**	**44,144**	**19.1%**

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 4: Race/Ethnic Distribution by County Region, 2011



	American Indian	Asian/ Pac.Is.	Black or African American	Hispanic	Some Other Race	Two or More Races	White
Contra Costa County	0.2%	14.5%	8.9%	23.9%	0.4%	3.5%	48.5%
West County	0.3%	19.3%	17.7%	31.2%	0.4%	3.6%	27.5%
Central County	0.2%	15.0%	2.4%	14.7%	0.4%	3.5%	63.8%
East County	0.3%	9.2%	12.9%	34.5%	0.4%	3.4%	39.2%

Place of Birth

Contra Costa County has a mosaic of cultures and people who were born in six different continents. In 2011, 23.6% of the people living in the county were foreign-born, compared to only 19.0% in 2000 (Table 6). In effect the county has a rich geographical and cultural mix. This cultural diversity enriches the community and contributes to a broad, rather than a parochial, view of the world. The educational needs for this heterogeneous group will be different from those of more homogeneous communities.

Longitudinal Change: The number of foreign-born residents in the county increased from 180,488 in 2000 to 245,126 persons in 2011, or 35.8% increase during this period. The majority of this increase was due to migration from Latin America and Asia (Figure 5). For the 245,126 county's foreign-born residents in 2011, Latin America (42.7%) leads the way, followed by Asia (42.4%), Europe (9.1%), Africa (2.9%), North America (1.5%), and Oceania (1.4%). Proximity to California, economic prosperity of the home country, and applicable immigration laws have an impact on the immigration figures.

Regional Differences: There are some striking differences among the three regions.

- West County's foreign-born residents came almost equally from Latin America (49.5%) and Asia (42.3%). Europeans accounted for a much smaller share of only 4.1%. Other continents had much smaller shares.
- Compared to other county regions, Central County had by far the greatest percentage of foreign-born Europeans (15.6%). However, the largest percentage of foreign born residents came from Asia (49.8%), followed by Latin America (28.9%).

- In East County, the majority (59.9%) of foreign-born residents came from Latin America, while 28.9% came from Asia, 4.1% from Africa, and only 4.0% from Europe. Other continents had much smaller shares.

In summary, there are different patterns of diversity based on the nativity of birth in the three county areas. The dominant immigrants in East County are mostly Hispanics; in West County, it is both Hispanics and Asians; and in Central County, it is mostly Asians. Europeans seem to show a preference for Central County. Three times as many foreign-born Europeans (16,864) reside in Central County, compared to the other two county regions combined (5,547).

The implications of this analysis are that each college may address the issue of diversity from different perspectives. Programs in English as a Second Language (ESL) may be expanded at different rates in each region. However, bilingual student services should become more accessible to students at different locations on all three campuses. More importantly, the three colleges should make serious efforts to integrate the multi-cultural perspectives into the curriculum.

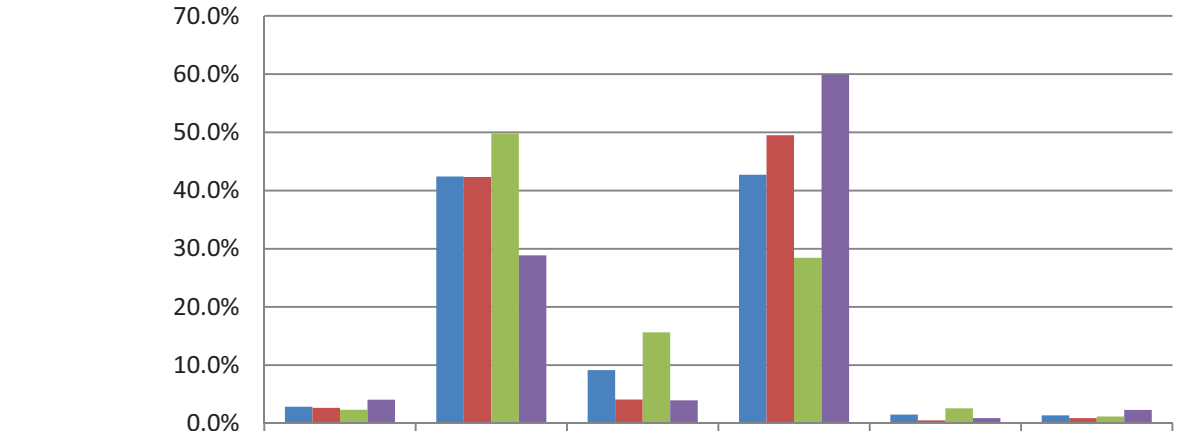
Enhancing the faculty and staff diversity is also an important factor to be considered in the hiring process. All colleges must continue to develop strategies for preparing students and workers who are more competent culturally and globally.

Table 6: Nativity of Birth by County Region, 2011

	2000		2011 ACS		Change: 2000 to 2011	
Region / Group	n	%	n	%	n	%
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
Native Born in U.S.	768,328	81.0%	792,691	76.4%	24,363	3.2%
Foreign Born	180,488	19.0%	245,126	23.6%	64,638	35.8%
Total Population	948,816	100.0%	1,037,817	100.0%	89,001	9.4%
West County						
Native Born in U.S.	178,121	73.5%	171,161	68.5%	(6,960)	-3.9%
Foreign Born	64,318	26.5%	78,861	31.5%	14,543	22.6%
Total Population	242,439	100.0%	250,022	100.0%	7,583	3.1%
Central County						
Native Born in U.S.	397,929	83.7%	404,839	79.0%	6,910	1.7%
Foreign Born	77,474	16.3%	107,838	21.0%	30,364	39.2%
Total Population	475,403	100.0%	512,677	100.0%	37,274	7.8%
East County						
Native Born in U.S.	192,278	83.2%	216,691	78.8%	24,413	12.7%
Foreign Born	38,696	16.8%	58,427	21.2%	19,731	51.0%
Total Population	230,974	100.0%	275,118	100.0%	44,144	19.1%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 5: Region of Foreign-Born by County Area, 2011



	Africa	Asia	Europe	Latin America	Northern America	Oceania
Contra Costa County	2.9%	42.4%	9.1%	42.7%	1.5%	1.4%
West County	2.7%	42.3%	4.1%	49.5%	0.5%	0.9%
Central County	2.3%	49.8%	15.6%	28.5%	2.6%	1.2%
East County	4.1%	28.9%	4.0%	59.9%	0.9%	2.3%

Language Spoken at Home

Cultural and linguistic diversity of the population may be represented by the proportion of persons (5 years and older) speaking languages other than English at home. While English remains the dominant language of choice for the majority of people in California, other languages have gained some importance as several waves of immigrants arrived at shores over the past 100 years. California lies at the high end of the spectrum regarding the percentage of persons speaking languages other than English at home. In 2011, that percentage stood at 44%, compared to only 21% for the US as a whole. In Contra Costa County, 32.8% of the population who were 5 years and older spoke a language other than English at home.

Longitudinal Change: Between 2000 and 2011, the number of persons speaking a language other than English at home increased from 229,484 persons to 318,027 persons, an increase of 88,543 persons or 38.6%, during this period (Table 7). In contrast, the number who spoke English only at home increased modestly by 28,557 persons, or 4.6%. In effect, the percentage of those who spoke a language other than English at home stood at 32.8% in 2011, compared to 26.9% in 2000. In 2011, Spanish was the dominant (53.1%) foreign language among those who spoke other languages at home, followed by Asian languages (27.6%), Indo-European languages (16.5%), and Other languages (2.9%). See Figure 6.

Regional Differences: The three regions of the county exhibited different patterns with respect to languages spoken at home in 2011.

- West County had the highest percentage of those who spoke a language other than English (45.4%). This percentage exceeded that of the state (44%).

- Central County had the lowest percentage (26.3%) of persons speaking a foreign language other than English at home.
- In East County, 33.4 % of the population, five years and older, spoke a language other than English at home, while 66.6% spoke English.

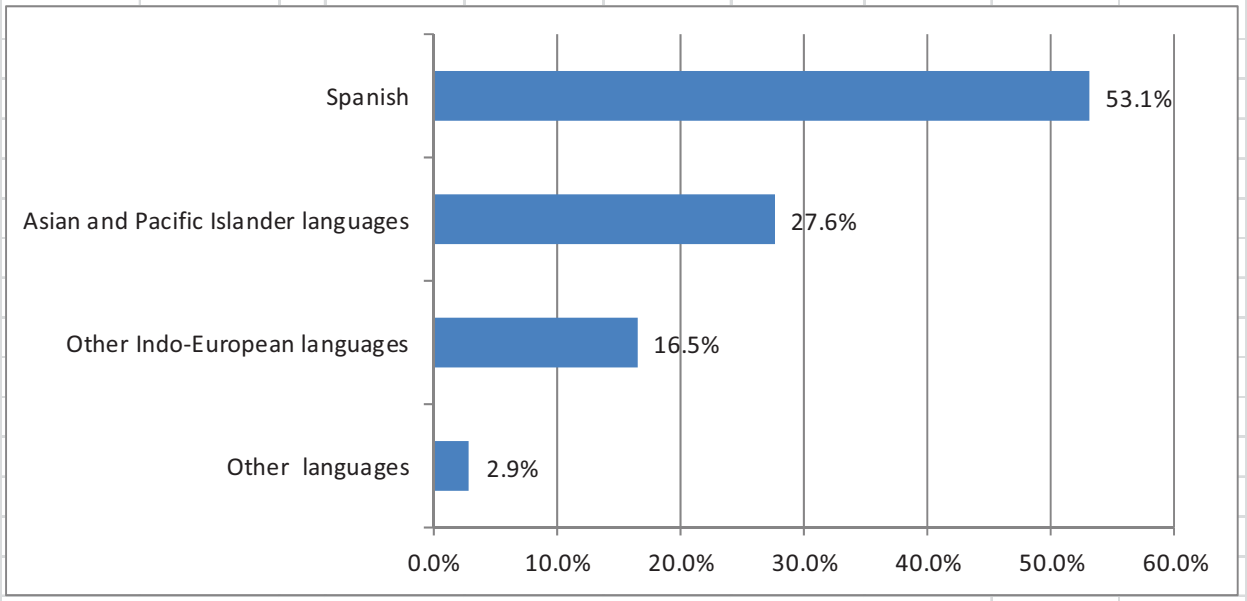
In summary, the county represents a mosaic of cultures and languages that is probably unsurpassed in other parts of the country. The challenge for the colleges is to be prepared to absorb the influx of these rich cultures and to offer the academic programs and services that meet the needs of different students. As a starting point, information concerning the colleges should be made available in the predominant languages of the people living in different regions.

Table 7: Language Spoken at Home by County Region, 2011

	2000		2011 ACS		Change: 2000 to 2011	
Region / Group	n	%	n	%	n	%
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
English Only	624,278	73.1%	652,835	67.2%	28,557	4.6%
Language other than English	229,484	26.9%	318,027	32.8%	88,543	38.6%
Do not speak English "very well"	101,195	44.1%	227,078	71.4%		
Total Population	853,762	100.0%	970,862	100.0%	117,100	13.7%
West County						
English Only	142,536	63.1%	127,243	54.6%	(15,293)	-10.7%
Language other than English	83,329	36.9%	105,746	45.4%	22,417	26.9%
Do not speak English "very well"	41,069	49.3%	53,028	50.1%		
Total Population	225,865	100.0%	232,989	100.0%	7,124	3.2%
Central County						
English Only	356,531	79.9%	355,686	73.7%	(845)	-0.2%
Language other than English	89,731	20.1%	127,168	26.3%	37,437	41.7%
Do not speak English "very well"	34,359	38.3%	58,197	45.8%		
Total Population	446,262	100.0%	482,854	100.0%	36,592	8.2%
East County						
English Only	155,211	73.3%	169,906	66.6%	14,695	9.5%
Language other than English	56,424	26.7%	85,113	33.4%	28,689	50.8%
Do not speak English "very well"	25,767	45.7%	35,007	41.1%		
Total Population	211,635	100.0%	255,019	100.0%	43,384	20.5%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 6: Percent of the Population 5 years and over who Speak a Language Other than English in Contra Costa County in 2009-2011



Source: 2009-2011 American Community Survey (ACS) for Contra Costa County.

Section 2: Educational Opportunity

School Enrollment

In 2011, Contra Costa County had a total school enrollment (population of 3 years and older) of 283,527 students, of whom 25.0% enrolled in college or graduate school, and 75.0% enrolled in nursery school through high school. The comparable rates for California were 28.9% for college or graduate school, and 71.1% for nursery school through high school. For the USA, the rates were 27.5% and 72.5%, respectively.

Longitudinal Change: The total number of students enrolled at all levels of education in Contra Costa County increased from 270,131 students in 2000 to 283,527 students in 2011, representing an increase of 13,396 students or 5.0%, during this period. The growth in school enrollment during this period was uneven. Nursery-kindergarten enrollment stayed flat (0.1%). Enrollment in grades 1-8 dropped 2.8%. High school enrollment increased 13.7%; and college of graduate enrollment experienced the greatest growth, at 14.5%. (Table 8)

Regional Differences: School enrollment patterns in the three county regions vary. (Figure 7)

- West county's college-graduate enrollment (27.4%) represents the highest rate among the three county regions. Apparently, the proximity of West County to the University of California at Berkeley has impacted its high percentage of college enrollment. On the other hand, it has the lowest rate of pre-college enrollment at 72.6%.
- Central county falls somewhere in between the two extremes of east and west counties. It has 74.4% school enrollment (K-12) and 25.6% college enrollment.

- East county had the highest level of pre-college enrollment at 77.7%, compared to enrollment of 23.3%. The high percentage of kindergarten through 12th grade enrollment reflects the phenomenal population growth in East county, to which families with young school-age children were attracted because of affordable housing.

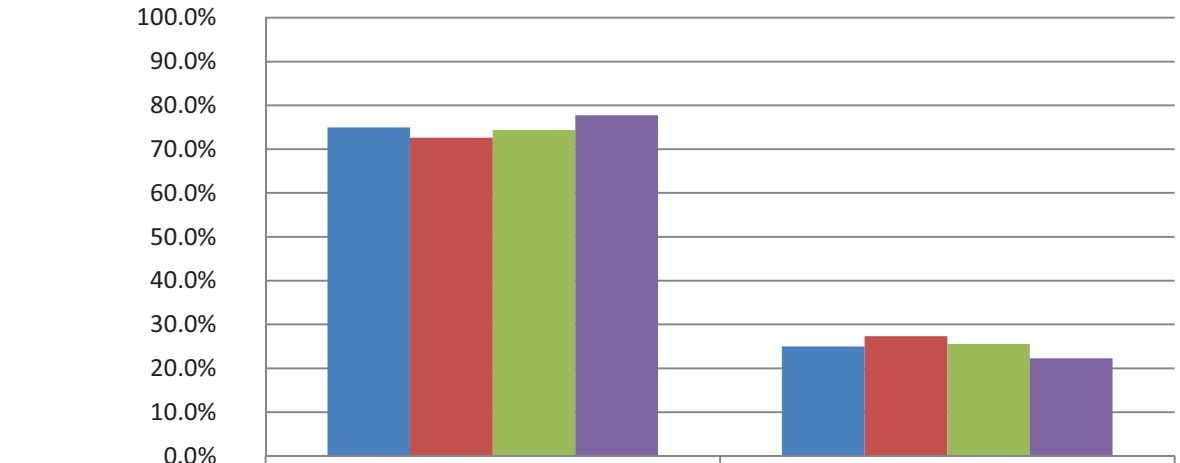
In summary, the relative share of college enrollment in comparison to total enrollment at all levels of education increased from almost 23% in 2000 to 25% in 2011. This is a significant increase that reflects a higher level of community participation in higher education.

Table 8: Change in School Enrollment in Contra Costa County, 2000 to 2011

	2000		2011 ACS		Change: 2000 to 2011	
Region / Group	n	%	n	%	n	%
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
Nursery-Kindergarten	32,943	12.2%	32,979	11.6%	36	0.1%
Elementary (1-8)	119,161	44.1%	115,812	40.8%	(3,349)	-2.8%
High School (9-12)	56,052	20.7%	63,751	22.5%	7,699	13.7%
College or Graduate	61,975	22.9%	70,985	25.0%	9,010	14.5%
Population 3+ yrs. enrolled	270,131	100.0%	283,527	100.0%	13,396	5.0%
West County						
Nursery-Kindergarten	7,678	10.9%	7,370	11.3%	(308)	-4.0%
Elementary (1-8)	30,982	44.0%	25,791	39.4%	(5,191)	-16.8%
High School (9-12)	13,939	19.8%	14,352	21.9%	413	3.0%
College or Graduate	17,813	25.3%	17,905	27.4%	92	0.5%
Population 3+ yrs. enrolled	70,412	100.0%	65,418	100.0%	(4,994)	-7.1%
Central County						
Nursery-Kindergarten	16,494	13.0%	17,099	12.6%	605	3.7%
Elementary (1-8)	53,254	41.8%	54,643	40.4%	1,389	2.6%
High School (9-12)	26,703	21.0%	28,967	21.4%	2,264	8.5%
College or Graduate	30,815	24.2%	34,629	25.6%	3,814	12.4%
Population 3+ yrs. enrolled	127,266	100.0%	135,338	100.0%	8,072	6.3%
East County						
Nursery-Kindergarten	8,771	12.1%	8,510	10.3%	(261)	-3.0%
Elementary (1-8)	34,925	48.2%	35,378	42.7%	453	1.3%
High School (9-12)	15,410	21.3%	20,432	24.7%	5,022	32.6%
College or Graduate	13,347	18.4%	18,451	22.3%	5,104	38.2%
Population 3+ yrs. enrolled	72,453	100.0%	82,771	100.0%	10,318	14.2%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 7: School Enrollment by County Region, 2011



	K-12 Enrollment	College Enrollment
Contra Costa County	75.0%	25.0%
West County	72.6%	27.4%
Central County	74.4%	25.6%
East County	77.7%	22.3%

Educational Attainment

Educational attainment is one of the most important indicators of lifetime economic opportunities. Higher educational attainment is associated with lower unemployment, higher wages, higher family income and better health. Parental education is associated with enriched environment and greater educational opportunities for the children. For the purposes of this discussion, there are four categories of educational attainment: high school or less, some college including the associate degree, bachelor's degree, and graduate or professional degrees. In 2011, the county surpassed the state in terms of higher levels of educational attainment. Comparison between the county and the state follows:

- High School or Less: 30.2% for the county vs. 40.3% for California
- Associate Degree or Some College: 30.9% for the county vs. 29.5% for California
- Bachelor's Degree, 24.8% for the county vs. 19.3% for California
- Graduate or Professional Degrees: 14.1% for the county vs. 11.0% for California

Longitudinal Change: In 2011, the population in Contra Costa County had attained a higher level of education, compared to that of 2000. Persons with the bachelor's degree and those with graduate or professional degrees increased substantially during this period. These two groups constituted 38.9% of the population 25 years and older in 2011, compared to 35.0% in 2000. In contrast, the percentage of persons with high school diploma or less declined from 32.9% of the population 25 years and older in 2000 to 30.2% in 2011. The percentage of those with associate degree or some college decreased slightly between 2000 and 2011, from 32.1% to 30.9%. (Table 9)

Regional Differences: There are striking differences among the county areas. (Figure 8)

- West county has a high percentage (39.6%) of persons with high school diploma or less. The percentage of persons with an associate degree and some college stood at 30.9%. Bachelor's degrees and graduate/professional degrees stood at 20.1% and 10.9%, respectively.
- Central County represents has the highest percentage of persons with the bachelor's degree (32.3%) and graduate/professional degrees (20.0%), compared to the other two regions of the county. These two percentages combined (52.3%) are almost three times as much as those in East county and more than one and one-half times as those in west county.
- East county has the highest percentage of persons with high school diploma or less (43.4%). Also, the lowest proportion of bachelor's degree (14.1%) and graduate degree holders (5.2%), compared to the other two regions. However, this region has the highest percentage of those with associate degree or some college (37.8%).

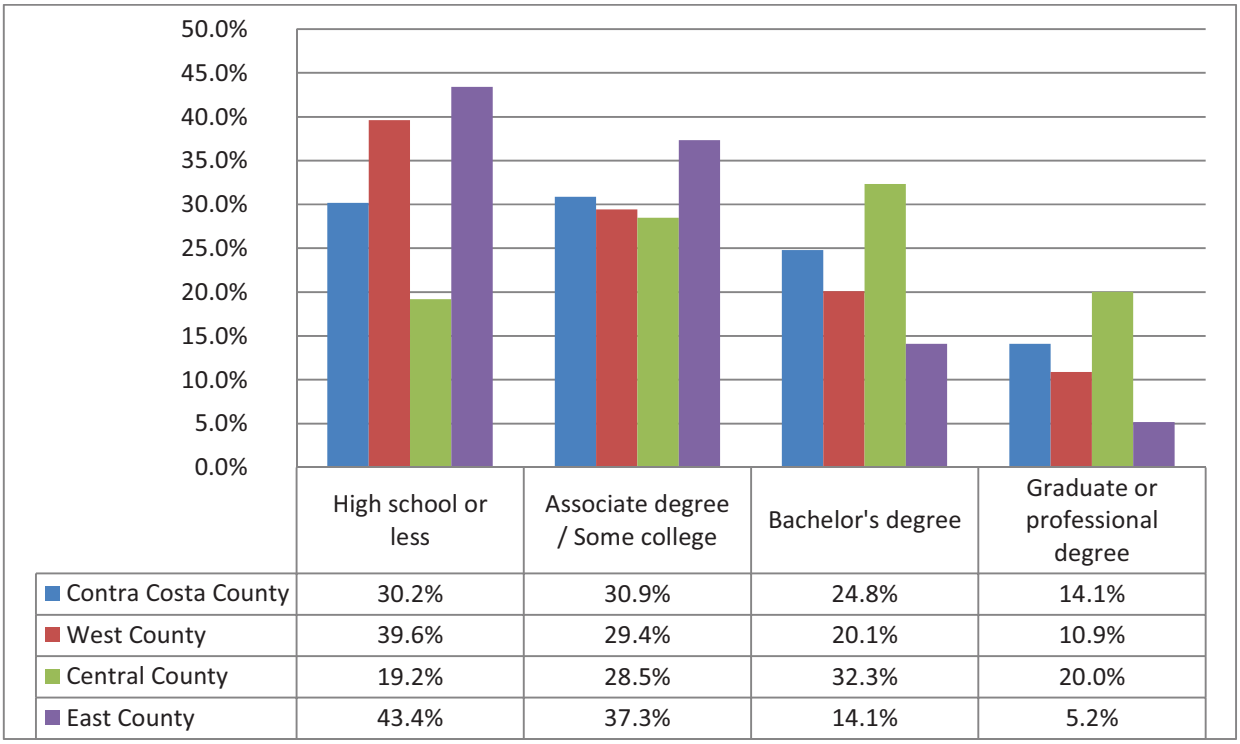
To a large extent, the educational differences among the three regions of the county impact the strategic directions of each college. While all colleges have a comprehensive mission to prepare students for transfer, train them for different occupations, meet their aspiration for life-long learning, and address their remedial educational needs, the educational attainment of the local community provides the mandate for each college to place emphasis on certain aspects of the mission more than others. Some have done well in transfer programs, while others have had strong basic skills and vocational programs. In summary, the educational level of the community impacts the college's educational and service programs.

Table 9: Educational Attainment by County Region, 2011

Region / Group	2000		2011 ACS		Change: 2000 to 2011	
	n	%	n	%	n	%
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
High school or less	205,823	32.9%	205,987	30.2%	164	0.1%
Associate degree / Some college	200,770	32.1%	210,810	30.9%	10,040	5.0%
Bachelor's degree	142,909	22.8%	169,329	24.8%	26,420	18.5%
Graduate or professional degree	76,139	12.2%	96,276	14.1%	20,137	26.4%
Population 25 yrs. and over	625,641	100.0%	682,402	100.0%	56,761	9.1%
West County						
High school or less	65,586	41.7%	66,794	39.6%	1,208	1.8%
Associate degree / Some college	48,352	30.8%	49,616	29.4%	1,264	2.6%
Bachelor's degree	27,232	17.3%	33,880	20.1%	6,648	24.4%
Graduate or professional degree	16,065	10.2%	18,359	10.9%	2,294	14.3%
Population 25 yrs. and over	157,235	100.0%	168,649	100.0%	11,414	7.3%
Central County						
High school or less	76,566	23.2%	66,305	19.2%	(10,261)	-13.4%
Associate degree / Some college	100,780	30.5%	98,488	28.5%	(2,292)	-2.3%
Bachelor's degree	98,672	29.9%	111,791	32.3%	13,119	13.3%
Graduate or professional degree	54,413	16.5%	69,216	20.0%	14,803	27.2%
Population 25 yrs. and over	330,431	100.0%	345,800	100.0%	15,369	4.7%
East County						
High school or less	63,671	46.1%	72,888	43.4%	9,217	14.5%
Associate degree / Some college	51,638	37.4%	62,706	37.3%	11,068	21.4%
Bachelor's degree	17,005	12.3%	23,658	14.1%	6,653	39.1%
Graduate or professional degree	5,661	4.1%	8,701	5.2%	3,040	53.7%
Population 25 yrs. and over	137,975	100.0%	167,953	100.0%	29,978	21.7%

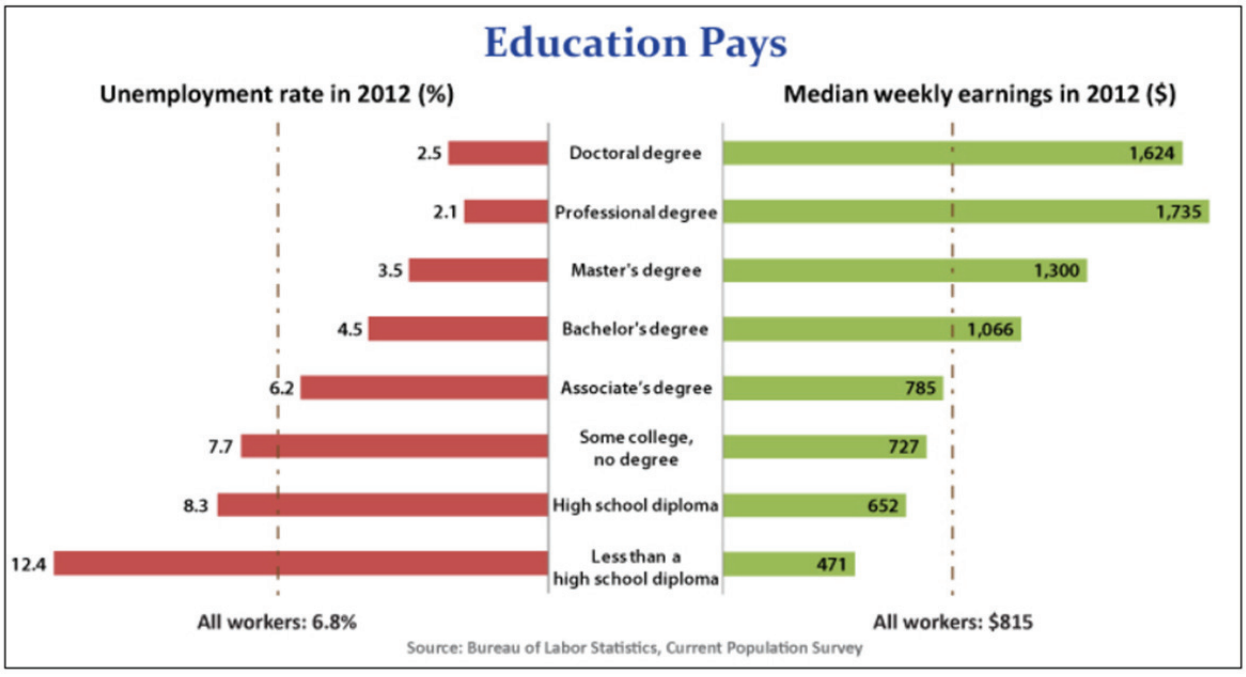
Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 8: Educational Attainment by County Region, 2011



	High school or less	Associate degree / Some college	Bachelor's degree	Graduate or professional degree
Contra Costa County	30.2%	30.9%	24.8%	14.1%
West County	39.6%	29.4%	20.1%	10.9%
Central County	19.2%	28.5%	32.3%	20.0%
East County	43.4%	37.3%	14.1%	5.2%

Figure 9: Education Pays . . . Education pays in higher earnings and lower unemployment rates



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Bureau of Labor Statistics, Current Population Survey. Last modified January 28, 2013.

High School Graduates

The number of high school graduates is an important predictor of future enrollment in postsecondary institutions. For planning purposes, the combination of the number of high school graduates and the college-going rate is used as a basis for projecting future enrollment patterns at the community colleges. Contra Costa County has 56 high schools: 45 public and 11 private. Almost 90% of the graduates come from the county's public high schools.

Longitudinal Change: In 2010-11, the number of graduates from the public high schools reached 11,273 students compared to 9,139 graduates in 2000-01, an increase of 23.4% during this period. (Table 10 and Figure 10) This growth reflects the high birthrate among certain groups and the increased immigration in 1990s and 2000s. The number of graduates is expected to reach its peak by 2013-14, but a declining trend will follow for the next four to five years up to 2017-18 (Figure 11). Unless there is a surge in the number of adult learners, overall college enrollment is expected to follow a similar pattern.

Regional Differences: The change in the number of high school graduates will impact the three county regions in different ways.

- West county experienced the least growth in the number of public high school graduates in the past ten years. The number of graduates increased from 1,764 in 2000-01 to 1,863 in 2010-11, a lower than average growth of only 5.6%. Based on population changes, slow rates of growth are expected in the next few years.
- Central county's number of graduates increased from 5,138 in 2000-01 to 6,052 in 2010-11, a rate of growth of 17.8%. This growth was due to two factors, faster population growth in Clayton and San Ramon and the higher than average academic performance index for the schools in Orinda, Moraga, and Walnut Creek. This high academic quality served as a magnet that attracted students from other parts of the county.
- East county experienced the largest increase in the number of public high school graduates among all three areas of the county. The number of graduates increased from 2,237 graduates in 2000-01 to 3,358 graduates in 2010-11, an increase of 50.1% during this period. The growth in the number of graduates will continue due to the movement of young families to that area of the county. Land availability and housing affordability contributed to this movement.

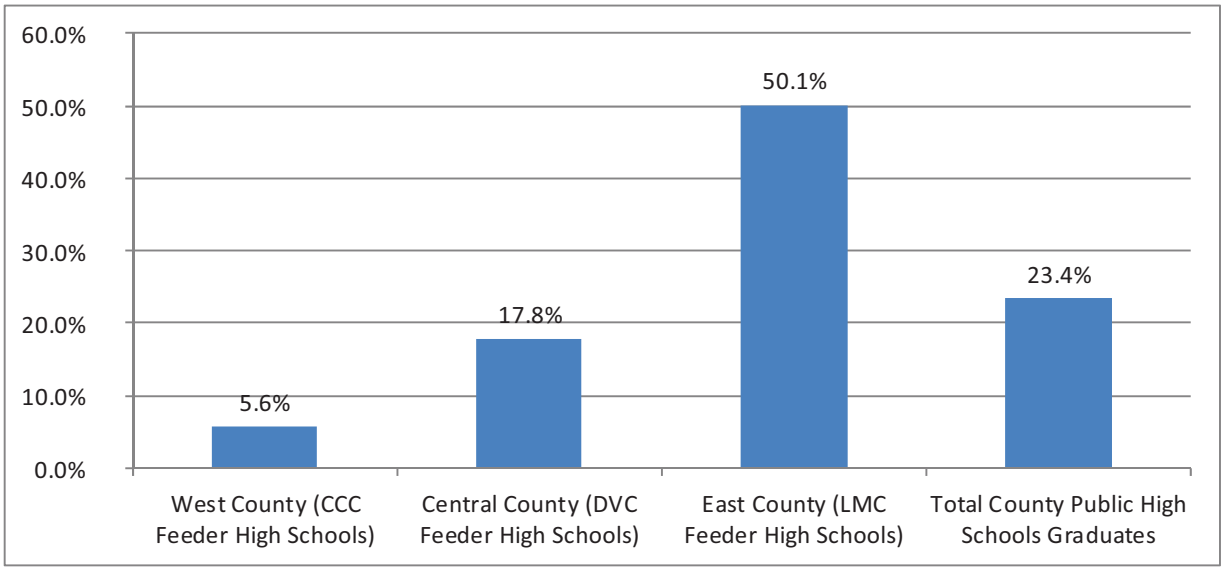
In summary, the prospects for growth in community college enrollment as a result of high school graduation will vary among the three regions of the county.

Table 10: Public High School Graduates by County Region, 2000-01 and 2010-11

	2000-01		2010-11		Change: 2000-01 to 2010-11	
Public High Schools Graduates	n	%	n	%	n	%
	(a)		(b)		(b-a)	(b-a)/a
West County (CCC Feeder High Schools)	1,764	19.3%	1,863	16.5%	99	5.6%
Central County (DVC Feeder High Schools)	5,138	56.2%	6,052	53.7%	914	17.8%
East County (LMC Feeder High Schools)	2,237	24.5%	3,358	29.8%	1,121	50.1%
Total County Public High Schools Graduates	9,139	100.0%	11,273	100.0%	2,134	23.4%

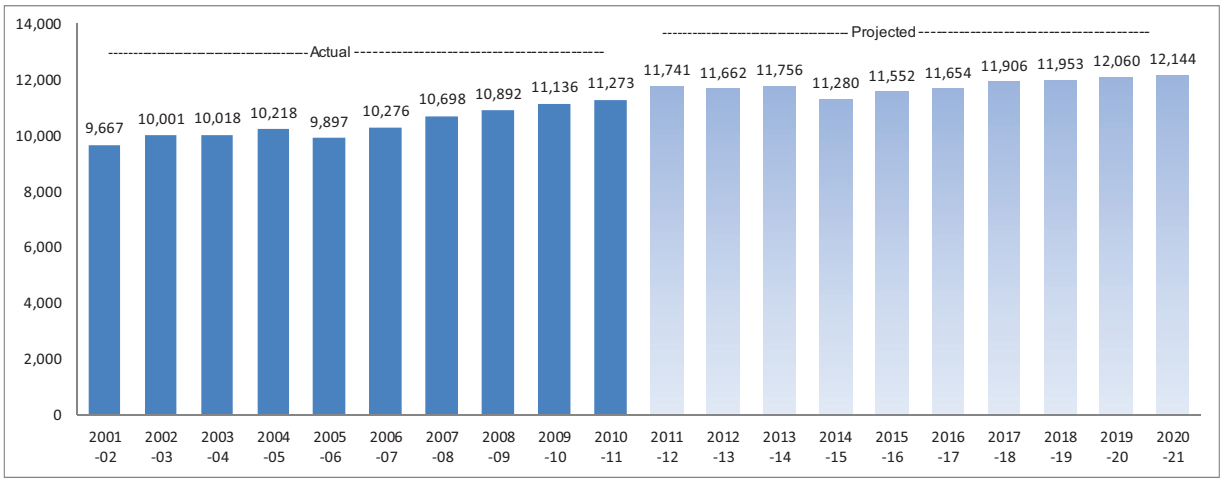
Source: California Department of Education: http://dq.cde.ca.gov/dataquest.

Figure 10: Percent Growth in the Number of Public High School Graduates by County Region, 2000-01 and 2010-11



Source: California Department of Education: http://dq.cde.ca.gov/dataquest.

Figure 11: Contra Costa County Actual and Projected Public High School Graduates



Source: Department of Finance Projections: 2012 Series_K-12_Reports

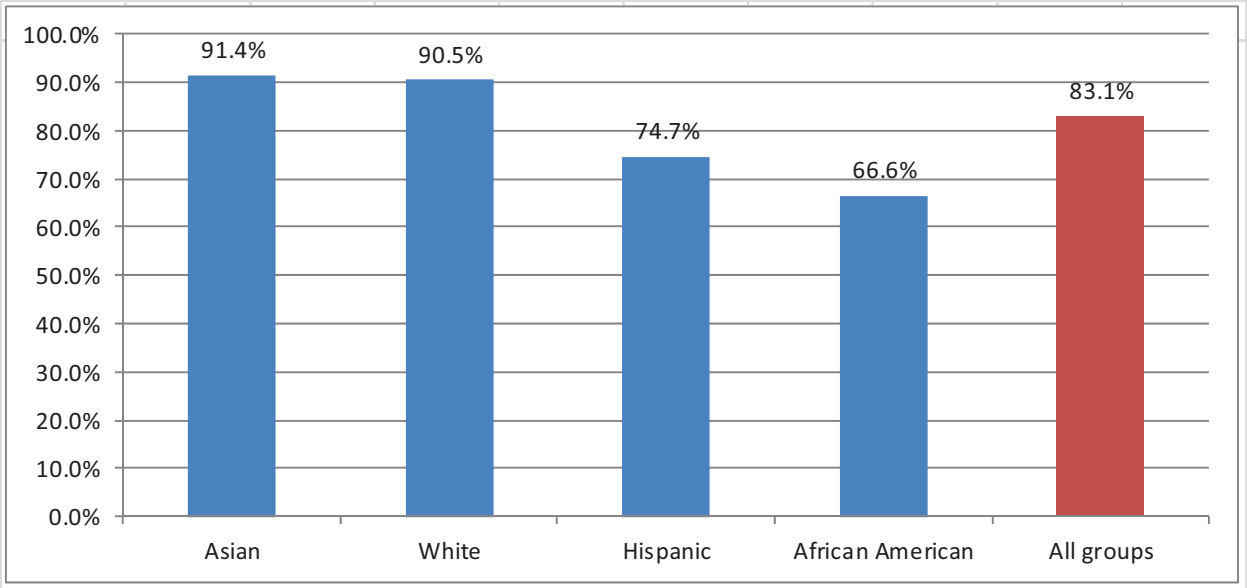
High School Graduation Rate

One of the major challenges facing Contra Costa County is the lower level of high school graduation rate, particularly among the Hispanic and African American students. The high school graduation rate is based on the percentage of ninth-grade students who receive a high school diploma in four years. The rate for the cohort graduating in Contra Costa County in 2010-11 was 83.1%. The comparable rate for California was 76.3%. California ranks 32nd among other states with respect to high school graduation rate.

The high school graduation rate varies among ethnic groups (Figure 12). Asian and White students have graduation rates that are 15 to 25 percentage points higher than those of African American and Hispanic

students. These lower high school graduation rates mean lower lifetime economic opportunity, higher unemployment rates, and lower chances for completing college.

Figure 12: County Public High School Graduation Rate by Race/Ethnicity, 2010-11



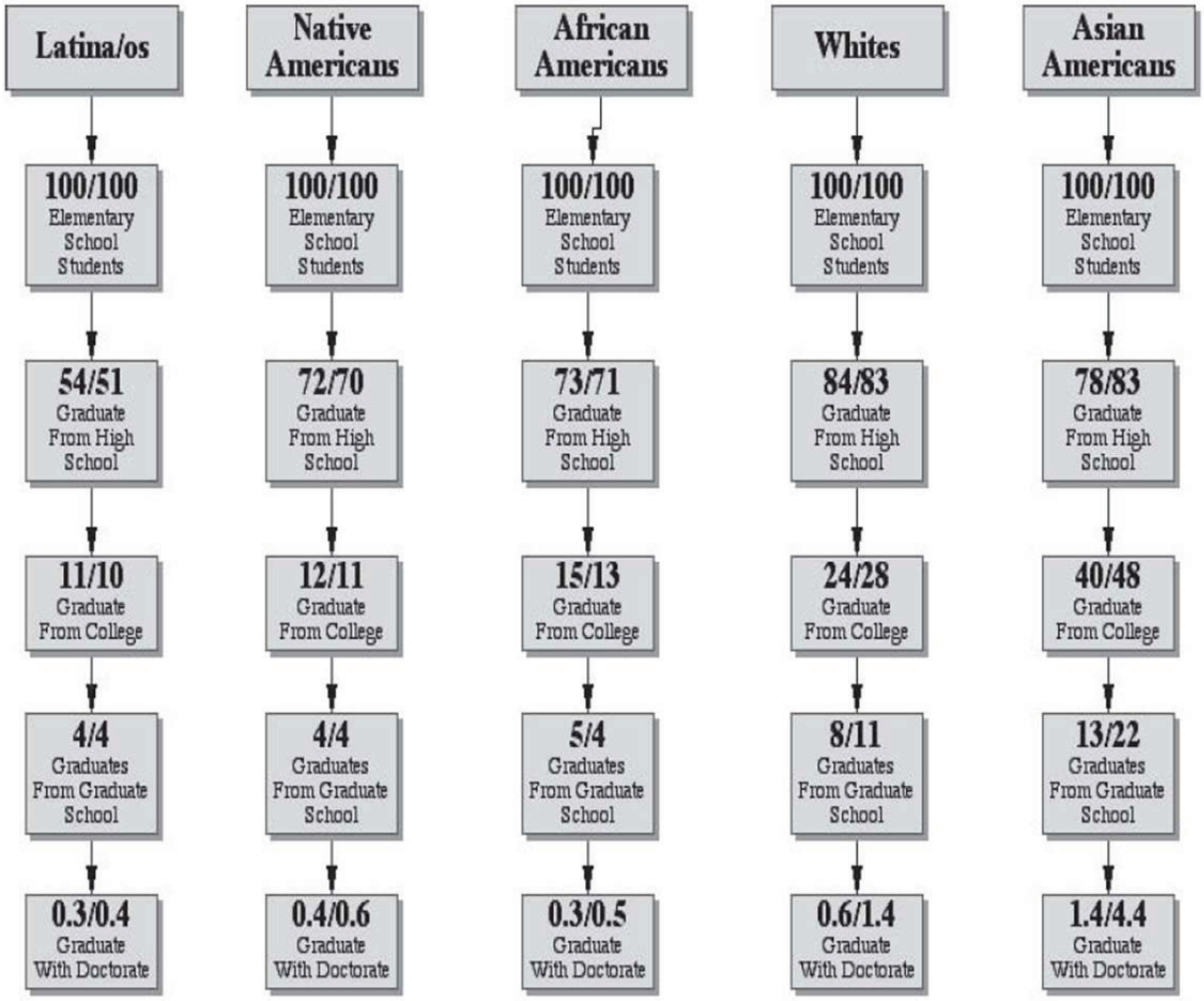
Source: California Department of Education.

The Education Pipeline

The lower high school graduation rate for certain ethnic groups is also reflected in lower college graduation rates. The following chart represents the national loss of students at key points in the educational pipeline, a pattern reflected in California and in Contra Costa County as well. As Figure 13 indicates, the college graduation rate for ninth-grade African American students is only one-half of that for Whites, while the college graduation rate for Hispanics is a dismal one-third.

These statistics have serious implications for the district and will ultimately impact future enrollment. It will also impact the curriculum and the academic programs as more students will be in need of basic skills and remedial education in English, math or both.

Figure 13: The U.S. Educational Pipeline, by Race/Ethnicity and Gender, 2000

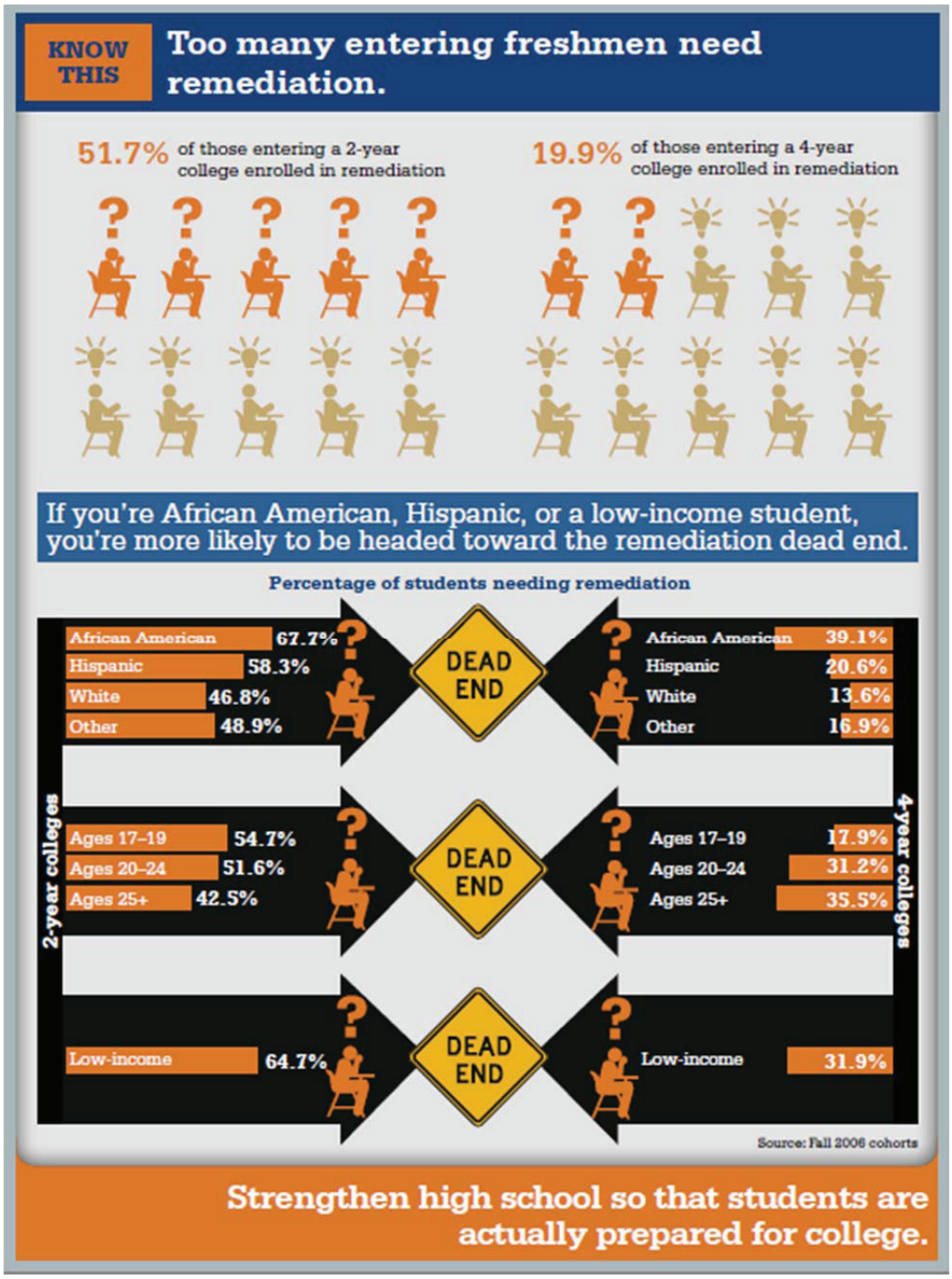


Note: The first number in each box represents females; the second, males.
Source: U.S. Bureau of the Census (2000).

Readiness

Figure 14 shows the percentage of incoming college students who are unprepared for college-level coursework. Nationwide over half of the incoming community college students need basic skills programs, and Contra Costa County is not much different. Many teens and young adults leave the education system before attaining the necessary skills.

Figure 14: Percentage of Freshmen Needing Remediation



Source: Complete College America. (2012). Remediation: Higher education's bridge to nowhere. Washington, DC: Author. Retrieved from http://www.completecollege.org/docs/CCA-Remediation-final.pdf

Academic Performance Index, 2012

The Academic Performance Index (API) is an indicator of preparation for postsecondary education. The API provides scores based on the results of the California Standardized Testing and Reporting (STAR)

program in secondary schools. The API is a rating from 200 to 1,000 and it represents how well a school performed on the spring testing. Examination of the relationship between the API and college success rates for the fall terms immediately following high school graduation indicates a high level of correlation.* On the average, graduates from high schools with higher API had higher course success rates, compared to their counterparts from schools that had lower API scores.

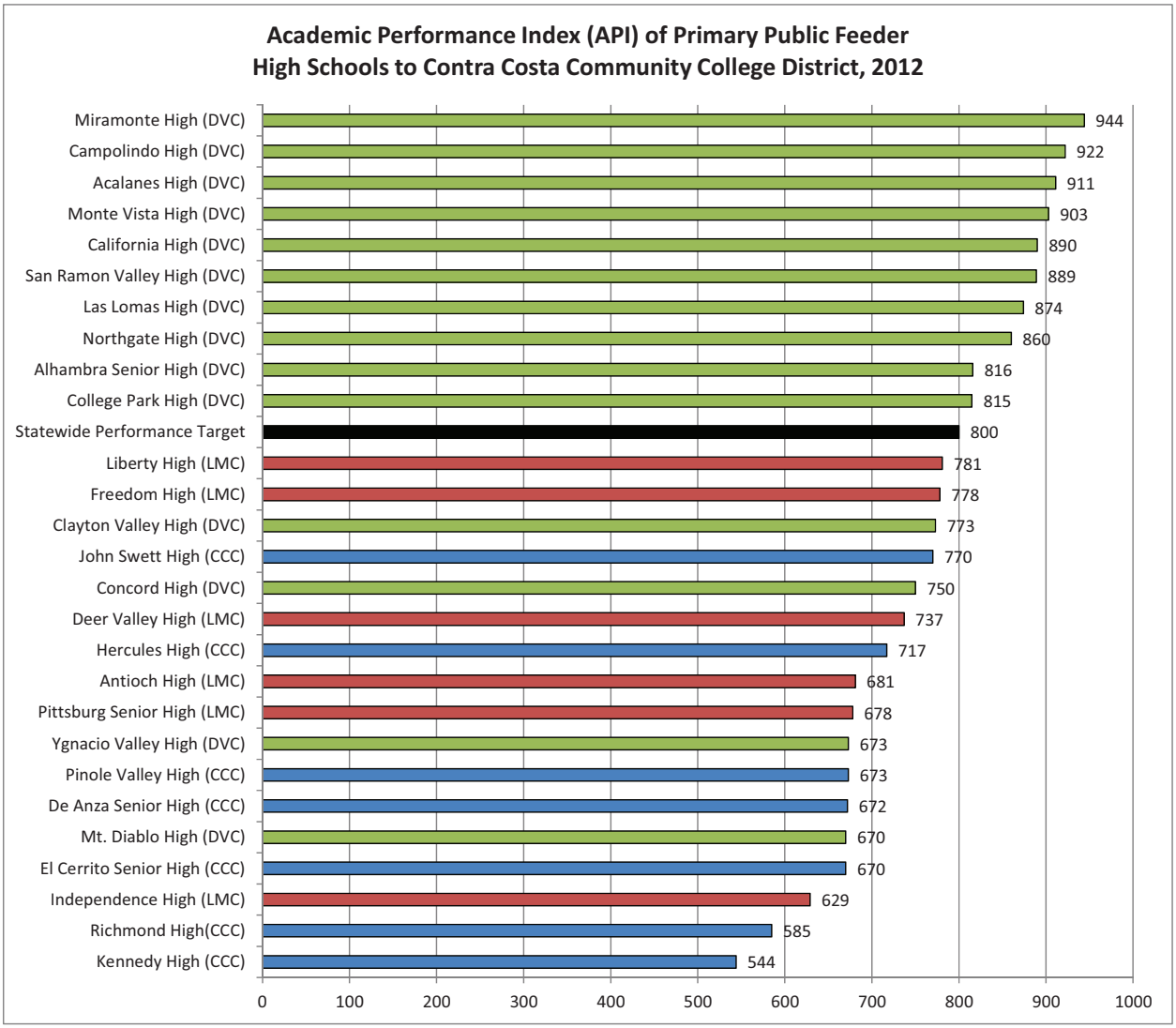
The academic performance index for public high schools in Contra Costa County (Figure 15) indicates the following:

- The statewide performance target for the API is 800. Of the 27 public schools in Contra Costa County, 10 schools had scores above the above the target, and 17 schools had scores below the target.
- The range of API scores was 544 for Kennedy High School in Richmond (West county) to 944 for Miramonte High School in Orinda (Central county), a staggering gap of 44%.
- All of the top ten schools are located in Central county.
- The average API score for schools in West county stood at 699, compared to 734 for East county's schools, and 818 for Central county schools. In effect the scores in Central county were 12% higher than those in West county and 8% higher than those of East county.

The serious gap in API scores among the schools in different parts of the county is a reflection of the differences in educational attainment and the household income of the respective regions. The API index translates later to student success, retention and achievement in college.

Colleges that admit students from high schools with higher API scores have enjoyed relatively higher transfer rates to four-year institutions. The challenge for the district is to work collaboratively with the K-12 System to improve the API scores for all students regardless of their location.

Figure 15: 2012 Academic Performance Index (API) of Primary Public Feeder High Schools to Contra Costa Community College District



High School College-Going Rates

The high school college-going rate indicates the proportion of high school graduates enrolled at different levels of post-secondary education within one year immediately following their graduation. The college-going rate presented in this section includes three components that are based on college enrollment in different segments of higher education, comprising the following:

- University of California System (UC)
- California State University System (CSU)
- California Public Community Colleges System (CCC)

For many years, the college-going rate data were collected, analyzed, and reported by the California Post-Secondary Education Commission (CPEC) for the state as a whole as well as for each of the 58 counties in the state. However, in November 2011 the Commission's funding was eliminated. The last complete year in the data system is 2009-10.

The average college-going rate in Contra Costa County between 2000 and 2009 stood at 34.8% (Table 11), compared to 45.6% for the state as a whole. While the numbers for UC and CSU have increased steadily from the year 2000, rates of high school graduate enrollment in community colleges have been erratic due to several factors including the changing demographics of the population and the successive increases in tuition.

A review of county public high school graduates attending CCCCD in the academic year of 2011-12 (Table 12) indicates the following:

- The college-going rate for public community colleges in the county stands at 25.9%.
- East county had the highest college-going rate at 30.6%, compared to 23.9% for West county, and 23.8% for Central county.

In summary, while CSU and UC have increased their share of high school graduates, community colleges in the county appear to have some difficulty attracting their rightful share of the high school graduates. Intense marketing efforts will be needed to recruit more students' at all three colleges. Furthermore, recruitment of adult learners is another piece of the enrollment puzzle.

Table 11: Public High School College-Going Rate for Contra Costa County, 2000 to 2009

Year	Graduates from Public High Schools	First-Time Freshmen				College-Going Rate			
		UC	CSU	CCC	Total	UC	CSU	CCC	Total
2000	8,738	870	751	847	2,468	10.0%	8.6%	9.7%	28.2%
2001	9,098	896	866	1,738	3,500	9.8%	9.5%	19.1%	38.5%
2002	9,597	993	855	1,947	3,795	10.3%	8.9%	20.3%	39.5%
2003	9,928	980	938	1,695	3,613	9.9%	9.4%	17.1%	36.4%
2004	9,903	904	995	1,903	3,802	9.1%	10.0%	19.2%	38.4%
2005	10,091	942	1,077	1,266	3,285	9.3%	10.7%	12.5%	32.6%
2006	9,597	1,135	1,155	933	3,223	11.8%	12.0%	9.7%	33.6%
2007	9,935	1,022	1,288	1,851	4,161	10.3%	13.0%	18.6%	41.9%
2008	10,336	1,070	1,247	842	3,159	10.4%	12.1%	8.1%	30.6%
2009	10,600	1,013	1,258	708	2,979	9.6%	11.9%	6.7%	28.1%
Average Rate 2000 to 2009						10.1%	10.6%	14.1%	34.8%

Source: CPEC

Table 12: Percentage of County Public High School Graduates Attending CCCCD, 2011-12

Public High Schools Graduates by Service Area	High School Graduates 2010-11 Cohort	Number from 2010-11 Cohort Enrolled at CCCCD 2011-12	Percent of 2010-11 Cohort Enrolled at CCCCD 2011-12
Contra Costa County	**11,273**	**2,916**	**25.9%**
West County (CCC Feeder High Schools)	1,863	445	23.9%
Central County (DVC Feeder High Schools)	6,052	1,443	23.8%
East County (LMC Feeder High Schools)	3,358	1,028	30.6%

New high school graduates have a Grad Type status of 3=high school graduate, have a graduation date of 2011, and their first term occurs in 2011SU, 2011FA, or 2012SP.

Source: 2011-12 high school graduate information from California Dept. of Education. College information from Colleague. Run date 10/21/12.

Population Participation Rates

Adult Participation at the Community Colleges

The adult participation rate is an indicator of the extent of community participation in the educational services provided by the district and its colleges. It represents the proportion of the general population 18 to 64 years old who enrolled at community colleges in the district within a given period. The adult participation rate consists of two components: Unduplicated headcount enrollment, and count of the general population age 18 to 64 years (Table 13).

A higher participation rate reflects a larger college enrollment, a relatively younger population, or both. On the other hand, a lower participation rate reflects a lower college enrollment, aging of the population, or both.

Longitudinal Changes: In 2011-12, the adult participation rate in Contra Costa County stood at 8.3%, compared to 10.2% for the state as a whole (Figure 16). These participation rates represent a decline from the rates of the peak period of 2001-02 (11.9% for the county and 13.5% for the state). This decline is due to a lower enrollment at the district and at the state as a result of successive tuition increases, among other factors. On the other hand, the gap between the county and the state is caused by the difference in age distribution. The median age in the county stood at 38.3 years, compared to 35.1 years for the state as a whole. With an aging population and declining enrollment, the participation rate will be lower.

Regional Differences: There are regional differences in the participation rates due to a multitude of factors. Socioeconomic issues and the age distribution of the community play major roles.

Central county, with the largest proportion of the population, has the highest participation rate at 9.1%, compared to that of west county at 7.6% and East county at 7.9%. (Figure 17)

A countywide participation rate of 8.3% in 2011-12 implies that a large segment of the population, 90% or more, is not engaged in community college education. This large percentage creates marketing potential and great opportunity for the district to expand its educational services to meet the needs of the population.

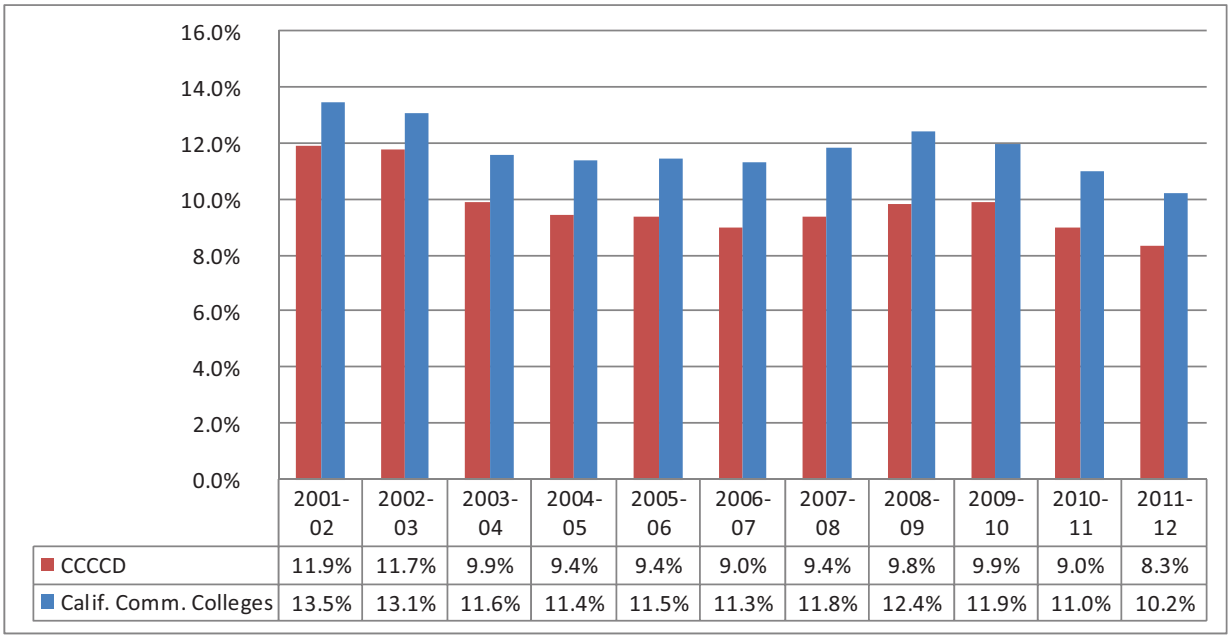
Table 13: Annual Participation of Adults (18-64 yrs.) at CCCCD and California Community Colleges, 2000-01 to 2011-12

Year	County Adult Pop (18-64 yrs.)	Annual Headcount at CCCCD	% Pop at CCCCD	Calif. Adult Pop (18-64 yrs.)	Annual Headcount at System	% Pop at System
2001-02	595,005	70,959	**11.9%**	20,552,831	2,768,848	**13.5%**
2002-03	613,074	72,035	**11.7%**	21,350,457	2,792,452	**13.1%**
2003-04	627,269	62,043	**9.9%**	21,708,189	2,512,463	**11.6%**
2004-05	628,626	59,222	**9.4%**	21,849,050	2,481,273	**11.4%**
2005-06	633,033	59,509	**9.4%**	21,922,522	2,515,368	**11.5%**
2006-07	650,698	58,451	**9.0%**	22,998,673	2,596,413	**11.3%**
2007-08	648,237	60,919	**9.4%**	23,168,645	2,739,821	**11.8%**
2008-09	656,828	64,493	**9.8%**	23,277,872	2,894,133	**12.4%**
2009-10	656,037	65,047	**9.9%**	23,112,731	2,758,686	**11.9%**
2010-11	658,082	59,233	**9.0%**	23,712,402	2,610,119	**11.0%**
2011-12	660,391	54,880	**8.3%**	23,764,806	2,423,853	**10.2%**

State and County Adult Population figures (18-64 years old) based on U.S Census Bureau, American Community Survey findings, http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

California Community Colleges and CCCCD population figures based on annual headcount totals from the State Chancellor's Data Mart, http://datamart.cccco.edu/Students/Default.aspx

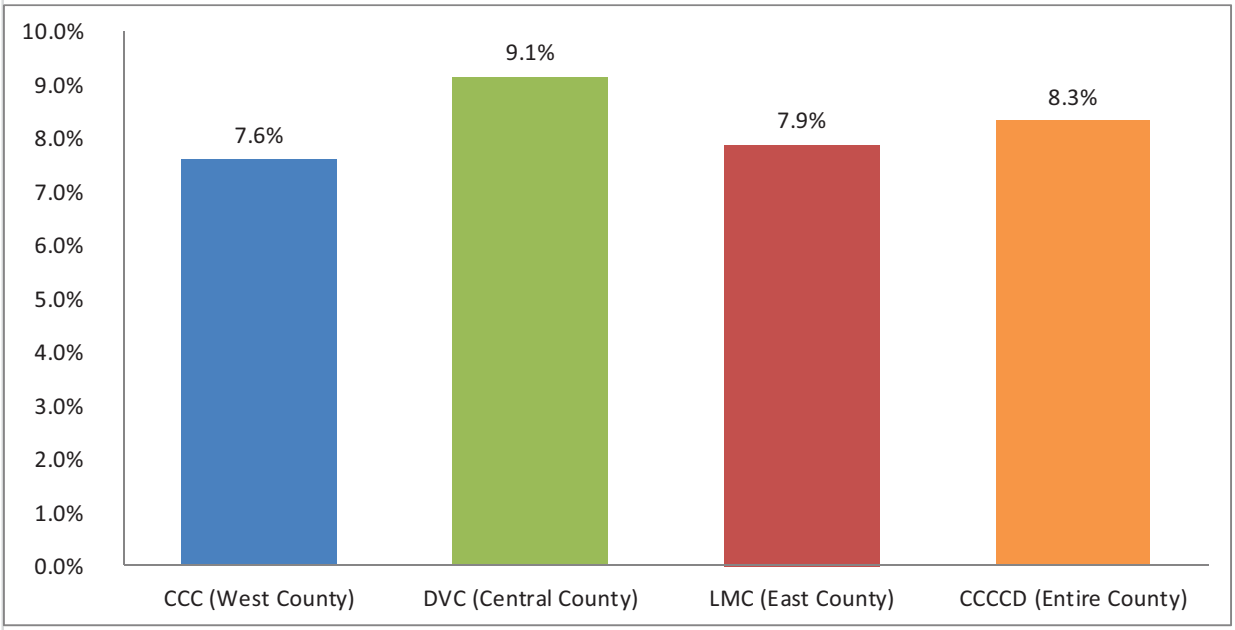
Figure 16: Annual Participation Rate of Adults (18-64 yrs.) at CCCCD and California Community Colleges, 2000-01 to 2011-12



	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CCCCD	11.9%	11.7%	9.9%	9.4%	9.4%	9.0%	9.4%	9.8%	9.9%	9.0%	8.3%
Calif. Comm. Colleges	13.5%	13.1%	11.6%	11.4%	11.5%	11.3%	11.8%	12.4%	11.9%	11.0%	10.2%

Source: California Community Colleges, Data Mart and U.S. Census Bureau, American Community Surveys.

Figure 17: Annual Participation Rate of Adults (18-64 yrs.) by County Region, 2011-12



Source: California Community Colleges, Data Mart and U.S. Census Bureau, 2011 American Community Survey.

Market Potential

The market potential for community colleges in the district represents the population 25 years and older who have an educational attainment less than an associate degree. This segment includes persons with less than a high school diploma, persons with a high school diploma but no college, and persons with some college but no degree.

Longitudinal changes: Based on the data from the U.S. Census, the size of the district's market potential has expanded slightly since 2000. In 2011, the market included 370,903 persons with less than an associate degree, compared to 358,508 in 2000, a growth of 3.5% during this period (Table 14). The growth was the result of two opposing factors, the growth in population, and the decline in the percentage of persons with less than an associate degree. The rise in educational attainment will in effect reduce the size of market potential.

Regional Differences: The three areas of the county show stark differences with respect to market potential (Figure 18).

- West county had a market potential of 103,401 persons in 2011. This number represents 61.3% of population 25 years and older with no college degree.
- Central county is the most populous region, but it has the least market potential. Only 41.6% of the population 25 years and older has no college degree. The market size in this region stood at 147,878.
- East county had the least number of persons 25 years and older, compared to other regions, yet it has the highest market potential because 71.2% of the population has no college degree. The size of the market is 119,624 persons.

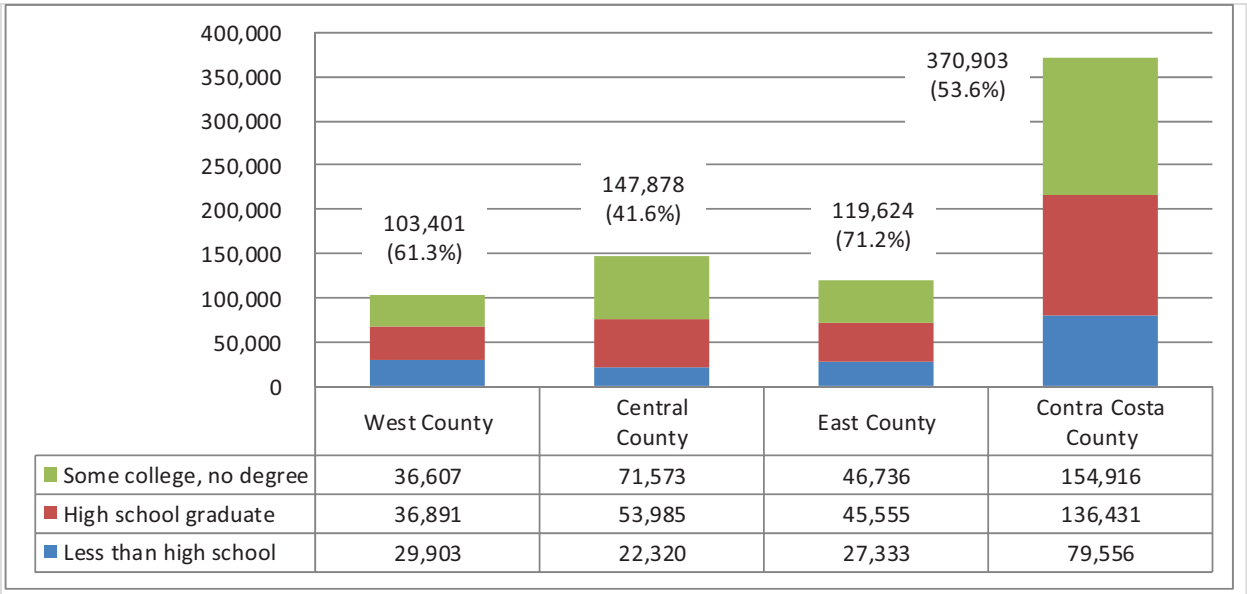
In summary, there was a potential market of 370,903 persons in Contra Costa County who could benefit from community college education. This market represents a goldmine that should be tapped by the community colleges in the district.

Table 14: Market Potential of Population 25 Years and Over by County Region, 2000 and 2011

	2000		2011 ACS		Change:	
Region / Group	n	%	n	%	n	%
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
Population 25 years and over	625,641		692,402		66,761	10.7%
Less than high school, no diploma	81,867	13.1%	79,556	11.5%	(2,311)	-2.8%
High school graduate (includes equivalency)	123,956	19.8%	136,431	19.7%	12,475	10.1%
Some college, no degree	152,680	24.4%	154,916	22.4%	2,236	1.5%
Market potential of persons 25 years and over	358,503	57.3%	370,903	53.6%	12,400	3.5%
West County						
Population 25 years and over	157,235		168,649		11,414	7.3%
Less than high school, no diploma	31,641	20.1%	29,903	17.7%	(1,738)	-5.5%
High school graduate (includes equivalency)	33,945	21.6%	36,891	21.9%	2,946	8.7%
Some college, no degree	37,299	23.7%	36,607	21.7%	(692)	-1.9%
Market potential of persons 25 years and over	102,885	65.4%	103,401	61.3%	516	0.5%
Central County						
Population 25 years and over	330,431		355,800		25,369	7.7%
Less than high school, no diploma	24,635	7.5%	22,320	6.3%	(2,315)	-9.4%
High school graduate (includes equivalency)	51,931	15.7%	53,985	15.2%	2,054	4.0%
Some college, no degree	75,016	22.7%	71,573	20.1%	(3,443)	-4.6%
Market potential of persons 25 years and over	151,582	45.9%	147,878	41.6%	(3,704)	-2.4%
East County						
Population 25 years and over	137,975		167,953		29,978	21.7%
Less than high school, no diploma	25,591	18.5%	27,333	16.3%	1,742	6.8%
High school graduate (includes equivalency)	38,080	27.6%	45,555	27.1%	7,475	19.6%
Some college, no degree	40,365	29.3%	46,736	27.8%	6,371	15.8%
Market potential of persons 25 years and over	104,036	75.4%	119,624	71.2%	15,588	15.0%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Figure 18: Market Potential of Population 25 Years and Over by County Region, 2011



	West County	Central County	East County	Contra Costa County
Some college, no degree	36,607	71,573	46,736	154,916
High school graduate	36,891	53,985	45,555	136,431
Less than high school	29,903	22,320	27,333	79,556

Souce: Based on information from American Community Survey information (ACS_11_5YR_DP02).

Section 3: Socio-Economic Factors

To examine the socio-economic characteristics of the community is to address a number of issues, including the changing family structure, the transformation of industry, the occupational outlook, income disparity and housing affordability.

Changing Family Structure

America's divorce rates are among the highest in the world. The traditional institution of marriage has been declining steadily. In 2010, the U.S. Department of Health and Human Services reported that 40.8% of all children born in the United States were born out of wedlock. In California, that percentage stood at 40.5%. More importantly, the family unit is changing. In the 1950's, 60% of the families in the U.S. consisted of a father, a mother and two children. Today, that typical nuclear family amounts to only 24%. According to the 2011 American Community Survey for Contra Costa County (Table 15), the percentage of married-couple families with their own children under 18 years of age was 25.3%. The number of female households with no husband present, and with own children under 18, increased by 8.3% (from 22,363 to 24,225) from 2000 to 2011, and the number of county married couples who are separated increased by 23.3% (from 13,383 to 16,501). Statistics show that the nuclear family is now the minority. *Postmodern family* is the new term used to describe the variety of family arrangements that now constitute the majority of households.

Since traditional parents have been the primary educators and chief payers of college tuition, the new pattern of childrearing has had a profound impact on the life of children and on schools.

The implications for higher education will include an increased need for financial aid.

In California, the percentage of community college students needing financial doubled from 2001-02 to 2011-12, from 18.5% to 41.1%. In the same timeframe at CCCCD, the percentage of students needing financial has more than tripled. In 2001-02, 11.0% (7,800) of students needed financial aid. In 2011-12 that figure grew to 35.0% (19,215) of students. (Table 16)

Table 15: Select Social Characteristics, 2000 and 2011

Subject	2000		2011 ACS		Change: 2000 to 2011	
	n	%	n	%	n	%
Contra Costa County	(a)		(b)		(b-a)	(b-a)/a
HOUSEHOLDS BY TYPE						
Total households	344,129	344,129	370,925	370,925	26,796	7.8%
Family households (families)	242,233	70.4%	262,415	70.7%	20,182	8.3%
With own children under 18 years	121,884	35.4%	127,060	34.3%	5,176	4.2%
Married-couple family	187,613	54.5%	199,017	53.7%	11,404	6.1%
With own children under 18 years	91,975	26.7%	93,734	25.3%	1,759	1.9%
Female householder, no husband present, family	39,683	11.5%	43,977	11.9%	4,294	10.8%
With own children under 18 years	22,363	6.5%	24,225	6.5%	1,862	8.3%
MARITAL STATUS						
Persons 15 years and over	737,293	737,293	825,780	825,780	88,487	12.0%
Never married	189,832	25.7%	250,562	30.3%	60,730	32.0%
Now married, except separated	416,292	56.5%	433,220	52.5%	16,928	4.1%
Separated	13,383	1.8%	16,501	2.0%	3,118	23.3%
Widowed	43,390	5.9%	45,656	5.5%	2,266	5.2%
Divorced	74,396	10.1%	79,841	9.7%	5,445	7.3%

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 16: Students Needing Financial Aid, 2001-02 and 2011-12

Location	2001-02			2011-12			Change: 2001-02 to 2011-12	
	Annual Headcount	Students Receiving Finacial Aid		Annual Headcount	Students Receiving Finacial Aid			
	n	n	%	n	n	%	n	%
		(a)			(b)		(b-a)	(b-a)/a
Statewide	2,768,848	511,395	18.5%	2,425,898	996,981	41.1%	485,586	95.0%
Districtwide	70,959	7,800	11.0%	54,880	19,215	35.0%	11,415	146.3%
Contra Cost College	15,037	2,592	17.2%	12,229	5,883	48.1%	3,291	127.0%
Diablo Valley College	37,383	3,299	8.8%	29,311	8,319	0.8%	5,020	152.2%
Los Medanos College	18,539	2,331	0.5%	13,340	6,424	0.6%	4,093	175.6%

Source: California Community Colleges, Chancellor's Office, Data Mart.

Today's students tend to work longer hours per week than formerly. The majority of all U.S. undergraduate students work 12 to 40 hours a week to help pay the rising cost of tuition, fees, and books.

A study conducted by American Council on Education during the 2003-04 academic year found 78% of undergraduates worked while they were enrolled. The share of students who work has remained virtually unchanged since the federal government first began asking students detailed questions about

their employment in the mid-1990s. On average, employed students spend almost 30 hours per week working while enrolled. Again, this figure has changed little since the mid-'90s. Among the highlights:

- Regardless of age, gender, race/ethnicity, dependency or marital status, enrollment status, type of institution attended, or even income or educational and living expenses, 70-80% of students work while they are enrolled.
- There is predictable variability in the amount of time students spend working, with part-time students, older students, low-income students, and students from under-represented minority groups spending more time at work than others.
- Despite this variability, surprisingly large shares of white and upper-income students work more than 20 hours per week.
- About one-quarter of full-time students work full time.
- One-third of working students describe themselves as employees who also are taking classes. These individuals—most of whom are older and attend college part time—continue to hold the jobs they had prior to enrolling in college.
- Most of the remaining two-thirds of working students state that their primary reason for working is to pay tuition, fees, and living expenses, with upper-income students more likely to work in order to earn spending money or gain job experience.
- Research has shown that working 15 or fewer hours per week—ideally, on campus or in a position related to one's academic interests—has a positive effect on persistence and degree completion. Only a minority of working students hold such positions.
- It is difficult to understand the role that work may play in helping dependent students pay for college because income and educational expenses do not appear to significantly influence the likelihood that students will work, the amount that they work, or the amount that they earn.

Industries

Analysis of the industries and occupations in Contra Costa County provides valuable information for developing and enhancing the career and technical programs at the district. These programs aim at meeting the workforce needs of the industry.

The major industries in Contra Costa County in 2013 (Table 17) and projected into 2018 are as follows:

- Health Care and Social Assistance
- Retail Trade
- Professional, Scientific, and Technical Services
- Government
- Finance and Insurance

Table 17: Industries in Contra Costa County, 2013 to 2018 (Projected)

NAICS Code	Description	2013 Jobs	2018 Jobs	Change	2012 Avg. Annual Wage
62	Health Care and Social Assistance	56,037	61,132	5,095	$78,107
44-45	Retail Trade	49,630	52,174	2,544	$34,874
54	Professional, Scientific, and Technical Services	49,534	52,157	2,623	$70,461
90	Government	49,136	49,546	410	$73,085
52	Finance and Insurance	37,231	42,801	5,570	$82,294
81	Other Services (except Public Administration)	33,214	35,053	1,839	$27,476
53	Real Estate and Rental and Leasing	33,097	34,526	1,429	$30,701
72	Accommodation and Food Services	30,935	33,644	2,709	$21,567
56	Administrative and Support and Waste Management	27,758	28,427	669	$36,859
23	Construction	26,655	26,488	(167)	$63,735
31-33	Manufacturing	18,523	18,317	(206)	$163,264
71	Arts, Entertainment, and Recreation	13,378	14,118	740	$19,462
61	Educational Services (Private)	11,916	13,174	1,258	$31,443
51	Information	10,950	11,590	640	$96,260
42	Wholesale Trade	10,200	10,482	282	$82,478
48-49	Transportation and Warehousing	9,290	9,608	318	$49,888
55	Management of Companies and Enterprises	5,886	5,160	(726)	$115,662
22	Utilities	2,952	3,158	206	$155,417
21	Mining, Quarrying, and Oil and Gas Extraction	2,809	3,207	398	$105,853
11	Agriculture, Forestry, Fishing and Hunting	1,667	1,544	(123)	$31,683
99	Unclassified Industry	1,479	1,609	130	$70,740
	Total	**482,276**	**507,916**	**25,640**	**$60,595**

Source: EMSI Complete Employment - 2013.1

Occupations

Table 18: Occupations in Contra Costa County, 2013 to 2018 (Projected)

SOC	Description	2013 Jobs	2018 Jobs	Change	% Change	Openings	Annual Openings	Median Hourly Earnings
41-0000	Sales and Related Occupations	73,345	77,479	4,134	6%	14,665	2,933	$17.55
43-0000	Office and Administrative Support Occupations	61,169	63,180	2,011	3%	9,114	1,823	$19.51
13-0000	Business and Financial Operations Occupations	36,328	39,781	3,453	10%	6,895	1,379	$34.77
11-0000	Management Occupations	33,231	34,326	1,095	3%	4,755	951	$36.73
35-0000	Food Preparation and Serving Related Occupations	30,686	33,444	2,758	9%	8,126	1,625	$9.62
25-0000	Education, Training, and Library Occupations	26,593	27,740	1,147	4%	4,009	802	$22.77
29-0000	Healthcare Practitioners and Technical Occupations	24,722	26,358	1,636	7%	4,177	835	$50.19
39-0000	Personal Care and Service Occupations	24,147	26,195	2,048	8%	4,859	972	$11.45
37-0000	Building and Grounds Cleaning and Maintenance Occupations	21,689	23,454	1,765	8%	3,662	732	$13.24
47-0000	Construction and Extraction Occupations	20,998	21,063	65	0%	3,042	608	$24.63
53-0000	Transportation and Material Moving Occupations	19,459	20,340	881	5%	3,416	683	$16.34
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	19,258	20,301	1,043	5%	3,277	655	$17.86
49-0000	Installation, Maintenance, and Repair Occupations	14,800	15,717	917	6%	2,675	535	$23.29
51-0000	Production Occupations	14,376	14,356	(20)	0%	2,033	407	$19.45
31-0000	Healthcare Support Occupations	13,260	14,870	1,610	12%	2,545	509	$15.71
15-0000	Computer and Mathematical Occupations	12,060	12,305	245	2%	1,487	297	$37.62
17-0000	Architecture and Engineering Occupations	8,980	9,061	81	1%	1,253	251	$42.40
21-0000	Community and Social Service Occupations	6,313	6,618	305	5%	978	196	$23.63
33-0000	Protective Service Occupations	5,632	5,902	270	5%	1,004	201	$24.77
19-0000	Life, Physical, and Social Science Occupations	5,620	5,828	208	4%	1,089	218	$35.66
23-0000	Legal Occupations	4,953	5,139	186	4%	623	125	$42.44
99-0000	Unclassified Occupation	2,175	2,206	31	1%	31	6	$13.58
55-0000	Military occupations	1,657	1,530	(127)	(8%)	0	0	$15.31
45-0000	Farming, Fishing, and Forestry Occupations	825	722	(103)	(12%)	136	27	$10.87
	Total	**482,276**	**507,916**	**25,640**	**5%**	**83,851**	**16,770**	**$23.40**

Source: EMSI Complete Employment - 2013.1

Occupational Outlook/Job Opportunities

This section examines the projected job openings in Contra Costa and Alameda Counties within a period of five years (2013 to 2018) from three perspectives:

- Largest occupations
- Highest paying occupations
- Fastest-growing occupations

Table 19: Largest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018

SOC Code	Description	2013 Jobs	2018 Jobs	Change	% Change	2012 Median Hourly Earnings
43-0000	Office and Administrative Support Occupations	178,644	184,422	5,778	3%	$19.55
41-0000	Sales and Related Occupations	178,175	187,150	8,975	5%	$17.96
11-0000	Management Occupations	93,863	98,253	4,390	5%	$40.83
13-0000	Business and Financial Operations Occupations	93,783	102,722	8,939	10%	$33.97
35-0000	Food Preparation and Serving Related Occupations	83,992	91,760	7,768	9%	$10.06
25-0000	Education, Training, and Library Occupations	75,075	79,150	4,075	5%	$25.71
53-0000	Transportation and Material Moving Occupations	68,927	71,822	2,895	4%	$17.31
29-0000	Healthcare Practitioners and Technical Occupations	68,615	73,996	5,381	8%	$47.28
39-0000	Personal Care and Service Occupations	65,073	71,764	6,691	10%	$11.39
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	57,246	61,214	3,968	7%	$18.48

Source: EMSI Complete Employment - 2013.1

Figure 19: Largest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018

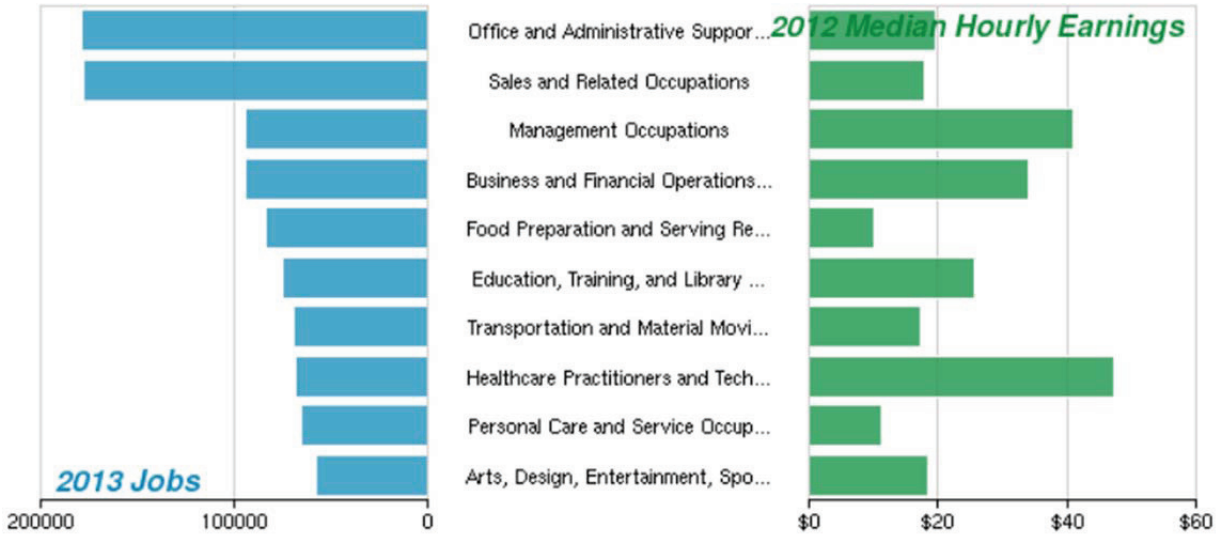


Table 20: Highest Paying Occupations in Contra Costa and Alameda Counties, 2013 to 2018

SOC Code	Description	2013 Jobs	2018 Jobs	Change	% Change	2012 Median Hourly Earnings
29-0000	Healthcare Practitioners and Technical Occupations	68,615	73,996	5,381	8%	$47.28
23-0000	Legal Occupations	13,013	13,472	459	4%	$43.46
17-0000	Architecture and Engineering Occupations	31,412	32,570	1,158	4%	$42.48
15-0000	Computer and Mathematical Occupations	44,904	47,109	2,205	5%	$40.90
11-0000	Management Occupations	93,863	98,253	4,390	5%	$40.83
19-0000	Life, Physical, and Social Science Occupations	20,636	22,004	1,368	7%	$35.85
13-0000	Business and Financial Operations Occupations	93,783	102,722	8,939	10%	$33.97
25-0000	Education, Training, and Library Occupations	75,075	79,150	4,075	5%	$25.71
33-0000	Protective Service Occupations	20,143	21,483	1,340	7%	$25.35
47-0000	Construction and Extraction Occupations	56,292	59,970	3,678	7%	$25.05

Source: EMSI Complete Employment - 2013.1

Figure 20: Highest Paying Occupations in Contra Costa and Alameda Counties, 2013 to 2018

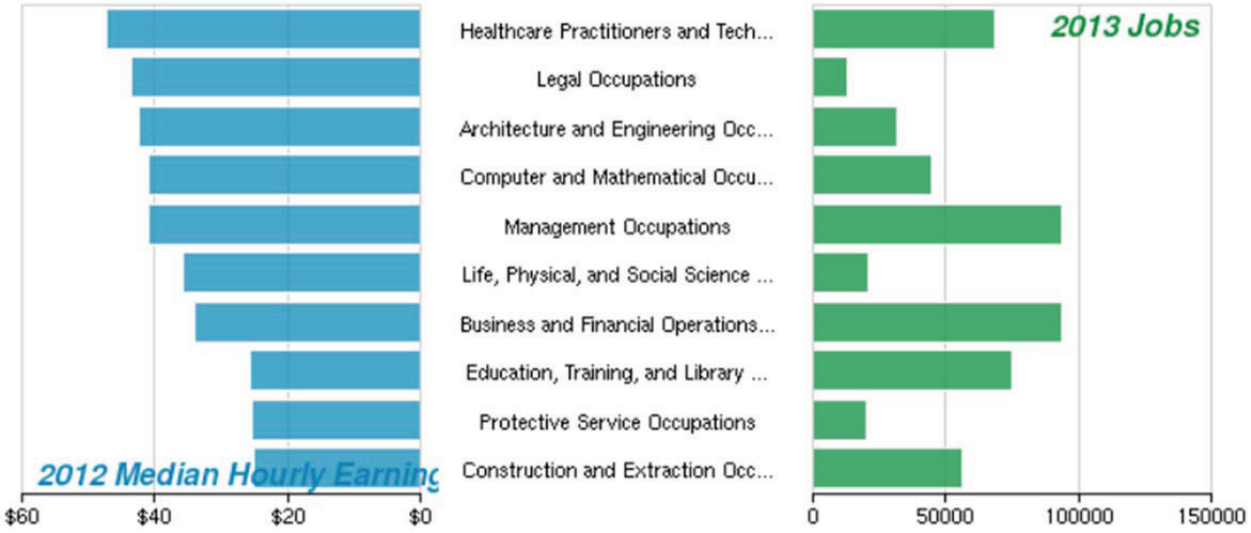
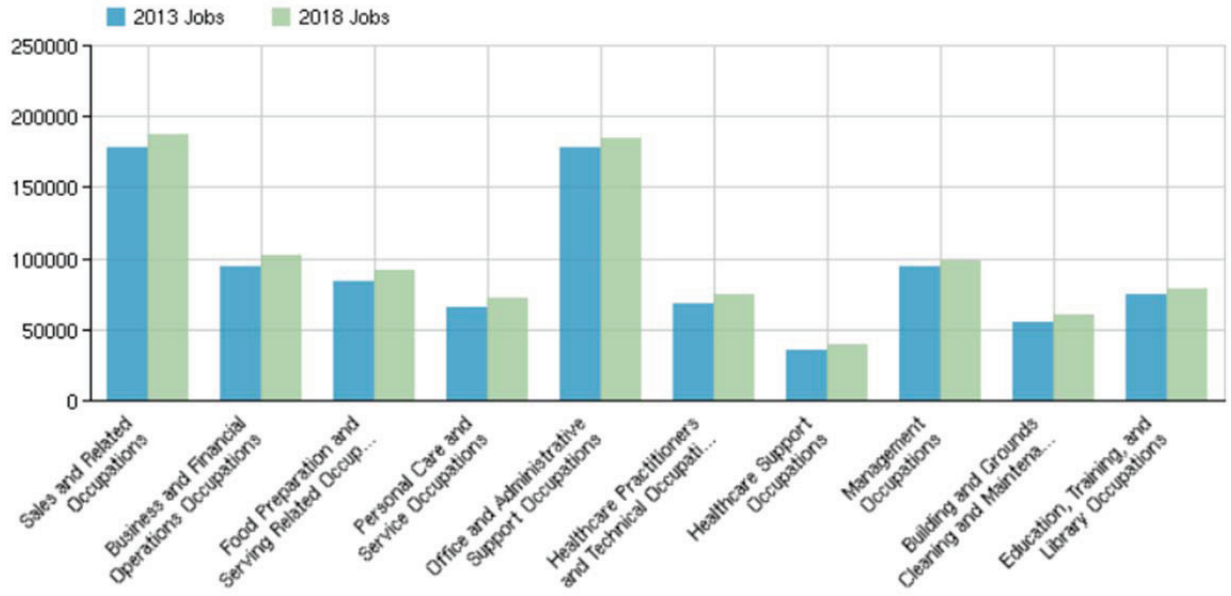


Table 21: Fastest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018

SOC Code	Description	2013 Jobs	2018 Jobs	Growth	Growth %	2012 Median Hourly Earnings
41-0000	Sales and Related Occupations	178,175	187,150	8,975	5%	$17.96
13-0000	Business and Financial Operations Occupations	93,783	102,722	8,939	10%	$33.97
35-0000	Food Preparation and Serving Related Occupations	83,992	91,760	7,768	9%	$10.06
39-0000	Personal Care and Service Occupations	65,073	71,764	6,691	10%	$11.39
43-0000	Office and Administrative Support Occupations	178,644	184,422	5,778	3%	$19.55
29-0000	Healthcare Practitioners and Technical Occupations	68,615	73,996	5,381	8%	$47.28
31-0000	Healthcare Support Occupations	35,430	39,913	4,483	13%	$15.53
11-0000	Management Occupations	93,863	98,253	4,390	5%	$40.83
37-0000	Building and Grounds Cleaning and Maintenance Occupations	55,505	59,736	4,231	8%	$13.36
25-0000	Education, Training, and Library Occupations	75,075	79,150	4,075	5%	$25.71

Source: EMSI Complete Employment - 2013.1

Figure 21: Fastest Growing Occupations in Contra Costa and Alameda Counties, 2013 to 2018



Income and Poverty

Household Income

In 2011, the median household income in Contra Costa County was $79,135, compared to $61,632 in California and $52,762 in the US (Table 22). The relatively high income level in the county is a reflection of the higher than average level of educational attainment and the relatively high cost of living in the county. Furthermore, 39% of the households in Contra Costa County had incomes of $100,000 or more, compared to 28% in California, and only 22% in the US as a whole.

Despite the county's wealth, the poverty rate for the individuals living in the county stood at 10%, compared to 14% for California and the US (Table 23). There are also variations in the poverty rate

based on the dependency factors. Thirteen percent of related children under 18 were below the poverty level, compared with 6% for persons 65 years and over, and 21% for female householder families with no husband present (Figure 22). Note: The Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who is in poverty. Each person or family is assigned 1 of 48 possible poverty thresholds. The same thresholds do not vary geographically. The poverty threshold for one person is $10,890; for a family of four $22,350).

Undoubtedly there is a significant income disparity between the "haves" and the "have-nots" in the county. While income for the top tier of the population has increased sharply in the past 20 years, income for the bottom tier has declined. Furthermore, in 2011, the median household income for the wealthiest city in the county (Danville) was $133,360 compared to $45,305 for the lowest income city (San Pablo). While the upper middle class has grown, there is a disturbingly large unemployed, dysfunctional class, especially in the large cities. The main determinants of income seem to be the strength of the family bonds, work ethics, and college education. Those who go to college seem to do very well, while the young people who bear children at the age of 14 and 15, with no claimed paternity, end up on some type of governmental assistance and probably never finish high school. The children in turn have slipped into a large underclass.

The implication for higher education is that a steadily large number of elite applicants go to elite colleges because the upper middle class wants the best for their children. The open admissions institutions and the community colleges have to settle for students who are underprepared for college work (compare the API index for Central County feeder high schools to those of West County). As a result, community colleges must invest heavily in basic skills education and in tutoring and mentoring services.

Table 22: Median Household Income by Region, 2000 and 2011

Geographic Region	2000	2011 ACS	Change: 2000 to 2011	
	(a)	(b)	(b-a)	(b-a)/a
United States	$ 41,994	$ 52,762	$ 10,768	25.6%
California	$ 47,493	$ 61,632	$ 14,139	29.8%
Contra County County	$ 63,675	$ 79,135	$ 15,460	24.3%
West County	$ 50,025	$ 63,510	$ 13,485	27.0%
Central County	$ 73,060	$ 90,983	$ 17,923	24.5%
East County	$ 68,464	$ 82,640	$ 14,176	20.7%

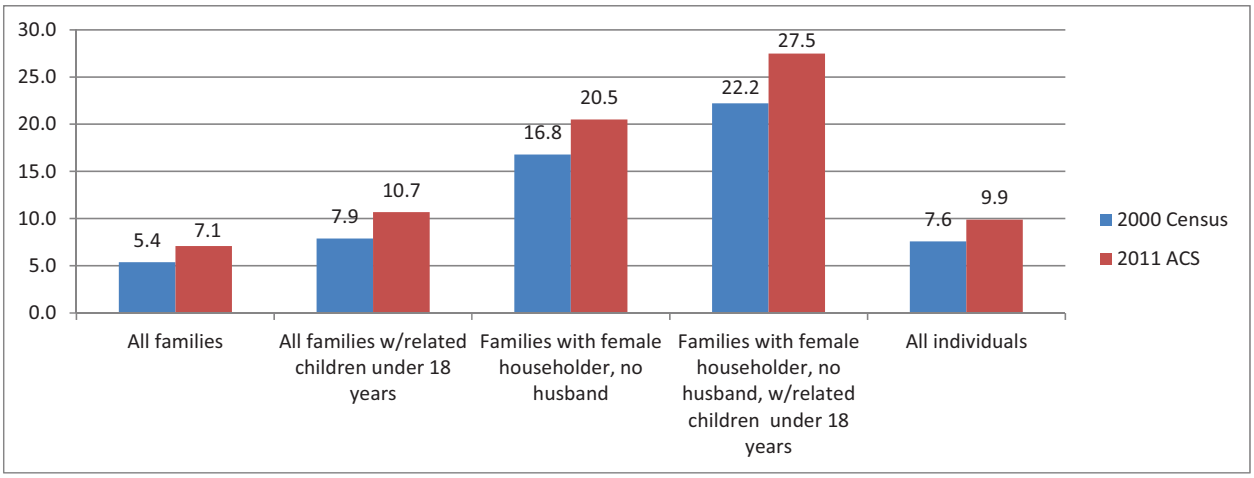
Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Table 23: Poverty Rate of Individuals among Population of U.S., California, Contra Costa County and County Region, 2000 and 2011

Geographic Region	2000 Census	2011 ACS	Difference
	a	b	(b-a)
United States	12.4	14.3	1.9
California	14.2	14.4	0.2
Contra County County	7.6	9.9	2.3
West County	12.4	13.6	1.2
Central County	4.5	6.5	2.0
East County	5.8	7.9	2.1

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

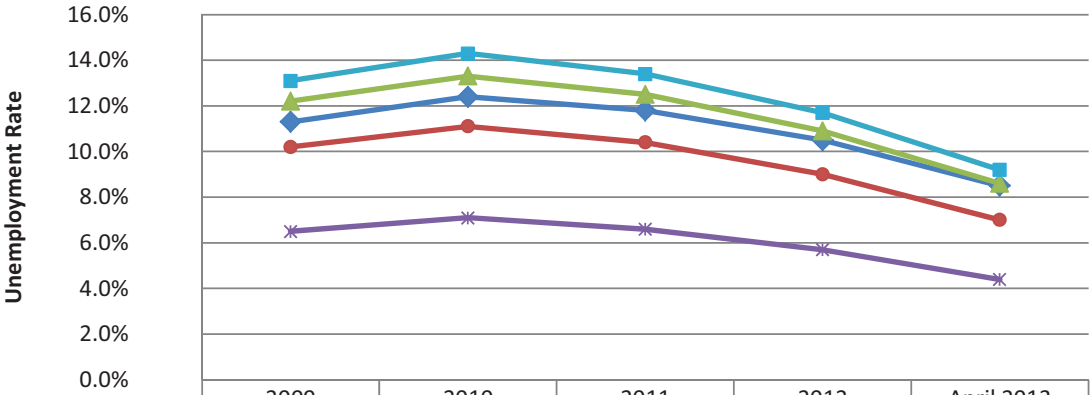
Figure 22: Percentage of Contra Costa County Families and People Whose Income is Below the Poverty Level, 2000 and 2011



Unemployment

In Contra Costa County, the unemployment rate in April 2013 was 7.0%, compared to 8.5% for California, and 7.1% for the US. While unemployment rates have improved significantly since 2009, see Figure 23, the regions within Contra Costa County have experienced improvement at different rates. Central county's unemployment has remained consistently lower than that of West county and East county. In 2013, Central county's unemployment rate was 4.4%, while West county's was 8.6% and East county's was 9.2%. Given the disparity between county regions in terms of median age and educational attainment, it is not surprising that Central county maintains a lower unemployment rate than the other regions of the county where populations are younger and have not attained the same degree of education.

Figure 23: Unemployment Rates among Population of U.S., California, Contra Costa County and County Regions



	2009	2010	2011	2012	April 2013
California	11.3%	12.4%	11.8%	10.5%	8.5%
Contra County County	10.2%	11.1%	10.4%	9.0%	7.0%
West County	12.2%	13.3%	12.5%	10.9%	8.6%
Central County	6.5%	7.1%	6.6%	5.7%	4.4%
East County	13.1%	14.3%	13.4%	11.7%	9.2%

Housing Affordability

In Contra Costa County, the median price of a house in 2011 was $490,200, compared to $421,600 for California, and $186,200 for the US (Table 24). In effect, the housing cost in the county was almost three times as much as that for the nation as a whole. The county ranks 21st in the nation and 15th in California in terms of the median price of a house. Furthermore, 49% of the homes in the county cost more than $500,000. Henry David Thoreau once wrote that no home should cost more than what a person earns in one year. By that standard, these statistics seem to be astronomical in comparison to the median household income.

Longitudinal Changes: Between 2000 and 2011, the median price of a house in the county increased from $267,800 to its current level of $490,200, an 83% increase during this period. At the same time, the median household income increased by only 24.3% (from $63,675 to $79,135). This phenomenal increase in housing cost was due to the high demand for housing, lower than average mortgage rates, and the shortage of land for expansion in many communities.

Regional Differences: Housing affordability varies by county region. In 2011, the median home price in West county was $395,700. In East county, it was $379,400, and in Central county, it was $636,200. In effect, Central county was more expensive than the other two regions. The attraction of Central county was due to the quality of life in general, including quality schools, availability of jobs in professional fields, low crime rates, and accessibility to the highway infrastructure. Undoubtedly, the high educational attainment and high income has impacted the demand for housing in this area.

The implications of this unaffordable housing market is that recruitment of professional talent to fill faculty and staff positions becomes a serious challenge. Many people have given up the idea of ever owning a home. Industry relocation in the area becomes extremely difficult. Retired people on fixed income may not be able to afford the high mortgage payment and may have to relocate in Oregon, Arizona or Nevada. More importantly, students who graduate from CCCCD will be facing a tough housing market and may have to locate elsewhere. Students who are educated in California but locate in other states represent a brain drain and a net loss for the state's taxpayers.

Table 24: Median Home Price by Region, 2000 and 2011

Geographic Region	2000	2011 ACS	Change: 2000 to 2011	
	(a)	(b)	(b-a)	(b-a)/a
United States	$ 119,600	$ 186,200	$ 66,600	55.7%
California	$ 211,500	$ 421,600	$ 210,100	99.3%
Contra County County	$ 267,800	$ 490,200	$ 222,400	83.0%
West County	$ 198,900	$ 395,700	$ 196,800	98.9%
Central County	$ 367,300	$ 636,200	$ 268,900	73.2%
East County	$ 226,900	$ 379,400	$ 152,500	67.2%

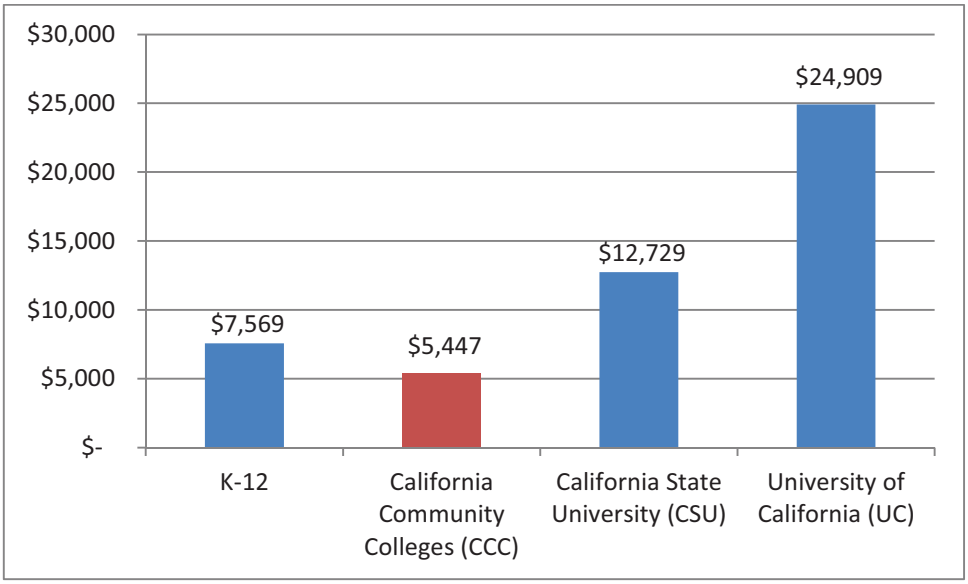
Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.

Section 4: Financing of Higher Education

California community colleges occupy a unique place in the state's public education landscape. These colleges offer instruction that overlaps both K-12 and the four-year institutions, in addition to offering their own curricula. Composed of 112 colleges and operated by 72 local districts, community colleges offer services that range from academic instruction and occupational training to economic development and services to welfare recipients. Collectively, these colleges are a $6 billion dollar enterprise serving 2.4 million state residents. This is the largest system of its kind in the nation.

Given the scale of these colleges and their special location between high school and university education, they do contribute significantly to the development of human capital and the training of the state's workforce. The amount of financial resources available to community colleges has a direct impact on student access and the quality of instruction and services.

Figure 24: California Funding per Full Time Equivalent Student (FTES), 2012-13



Comparison with Other Higher Education Segments

Funding for public education in California reflects a great disparity among the four segments of education in the state: K-12, community colleges, California State University, and the University of California. While total revenues for California community colleges have grown over time, they have essentially kept pace with growing enrollment that has reached its zenith of almost 1,769,000 students in 2009.

Table 25: Per-Student Funding by Education System

System	2008-09	2009-10	2010-11	2011-12	2012-13
K-12	$ 8,423	$ 7,957	$ 7,417	$ 7,708	$ 7,569
California Community Colleges (CCC)	$ 5,499	$ 5,376	$ 5,321	$ 5,400	$ 5,447
California State University (CSU)	$ 9,842	$ 11,614	$ 11,722	$ 11,500	$ 12,729
University of California (UC)	$ 18,054	$ 20,641	$ 22,290	$ 21,500	$ 24,909
NA - Not available.					
Source: Community College League of California, Fast Facts: http://www.ccleague.org/					

Table 26: Undergraduate Fees by Education System

System	2010-11	2011-12	2012-13
California Community Colleges (CCC)			
Resident	$ 780	$ 1,080	$ 1,380
Non-resident	$ 6,630	$ 6,409	$ 9,030
California State University (CSU)			
Resident	$ 5,202	$ 6,422	$ 7,017
Non-resident	$ 16,053	$ 17,582	$ 18,489
University of California (UC)			
Resident	$ 10,678	$ 13,218	$ 13,877
Non-resident	$ 34,400	$ 34,164	$ 36,738
NA - Not available.			
Source: Community College League of California, Fast Facts: http://www.ccleague.org/			

Table 27: California Community Colleges Enrollment Fee History

Academic Year	Per Unit	12 Units	Annual Full Time**
1983/84 and prior years	$0	$0	$0
1984/85 - 1990/91	$5	$50*	$100
1991/92	$6	$60*	$120
1992/93	$10	$120	$300
1993/94 - 1997/98	$13	$156	$390
1998/99	$12	$144	$360
1999/00 - 2002/03	$11	$132	$330
2003/04	$18	$216	$540
2004/05 - 2005/06	$26	$312	$780
2006/07	$20	$240	$600
2007/08	$20	$240	$600
2008/09 - 2009/10	$26	$312	$780
2010/11	$26	$312	$780
2011/12	$36	$432	$1,080
Summer 2012 to Present	$46	$552	$1,380
*Statutory maximum per term			
**Based on 30 units			

Appendix D:

Los Medanos College

High School Graduate Study (October 2013)

LOS MEDANOS COLLEGE

HIGH SCHOOL GRADUATE STUDY

Enrollment, Placement, and Success of
Recent High School Graduates
from Area High Schools

October 2013

Prepared by District Research
Contra Costa Community College District
500 Court Street
Martinez, California 94553

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2012-13 Los Medanos College Feeder High School Graduate Study

District/Top Feeder High Schools*	High School Graduates 2011-12 Cohort	Number from 2011-12 Cohort Enrolled at LMC 2012-13	Percent of 2011-12 Cohort Enrolled at LMC 2012-13
Antioch Unified School District	**1,053**	**202**	**19%**
Antioch High	307	80	26%
Deer Valley High	563	109	19%
Prospects High (Alternative)	183	13	7%
Liberty Union School District	**1,556**	**299**	**19%**
Freedom High	514	126	25%
Heritage High	416	79	19%
Independence High	168	5	3%
Liberty High	458	89	19%
Pittsburg Unified School District	**485**	**87**	**18%**
Pittsburg Senior High	485	87	18%

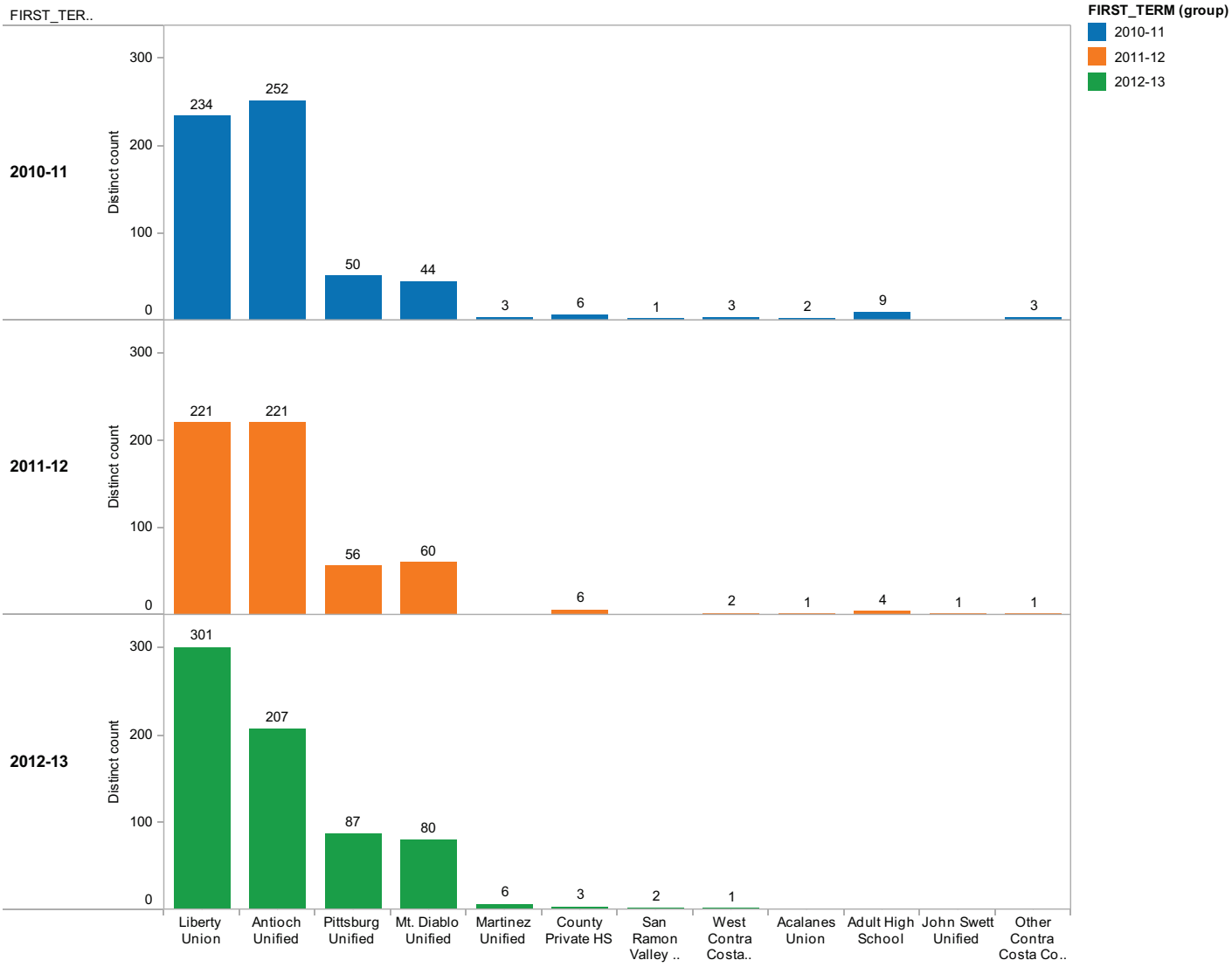
County Public School Graduates	**11,549**	**684**	**6%**
West County (CCC Feeder High Schools)	1,802	1	0%
Central County (DVC Feeder High Schools)	6,285	88	1%
East County (LMC Feeder High Schools)	3,462	595	17%

*Only top public feeder high schools are listed. Graduates from all public feeder schools are totaled under County Public School Graduates.

New high school graduates have a first term designation of either 2012SU, 2012FA, or 2013SP, have a Grad Type status of 3=high school graduate, and are 19-years-old or younger.

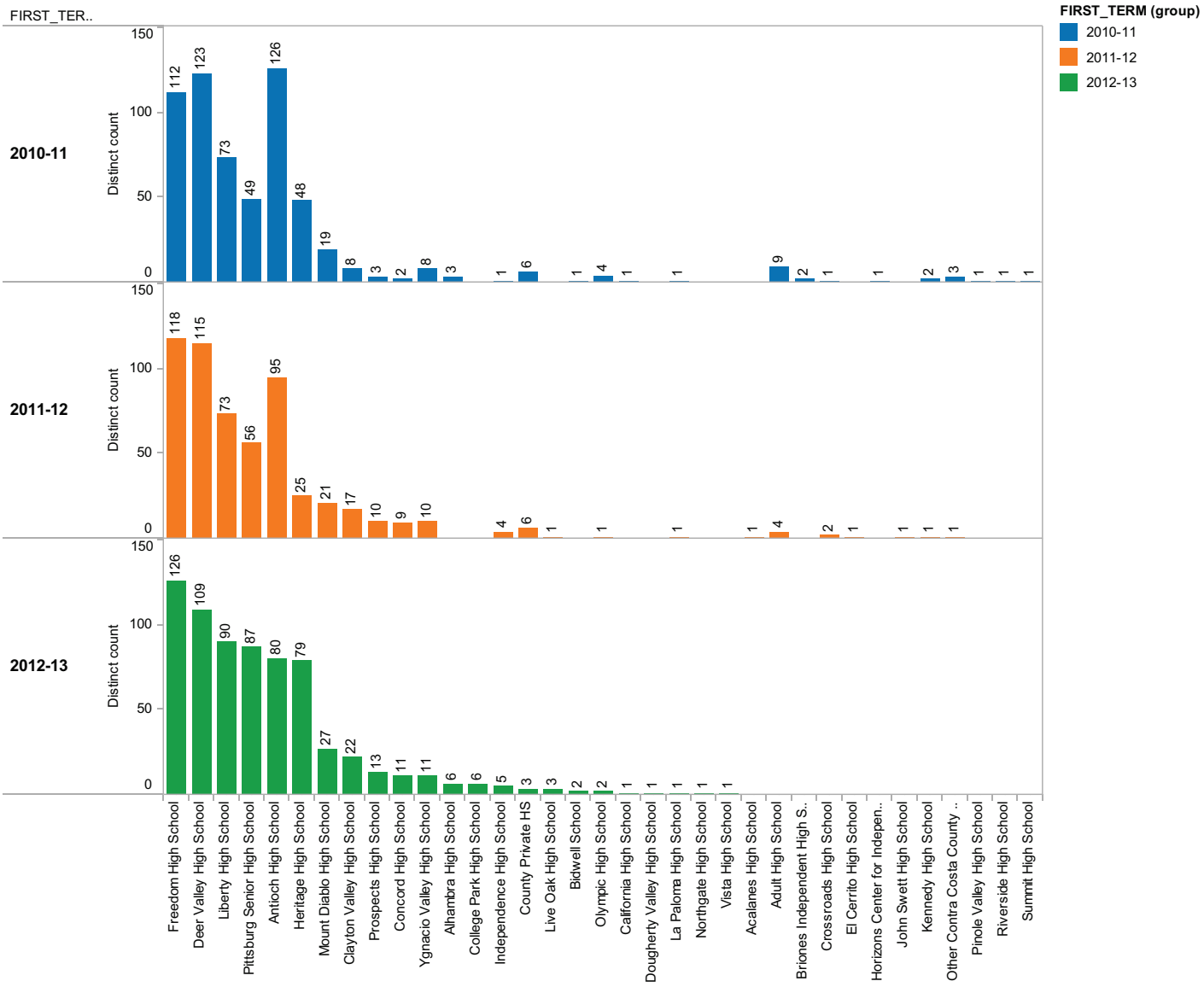
Source: District Research, CCCCD. Public high school information from DOE: http://dq.cde.ca.gov/dataquest/ LMC information from Colleague. Run date 10/7/2013. JD

Number of Area High School Graduates Attending LMC by District



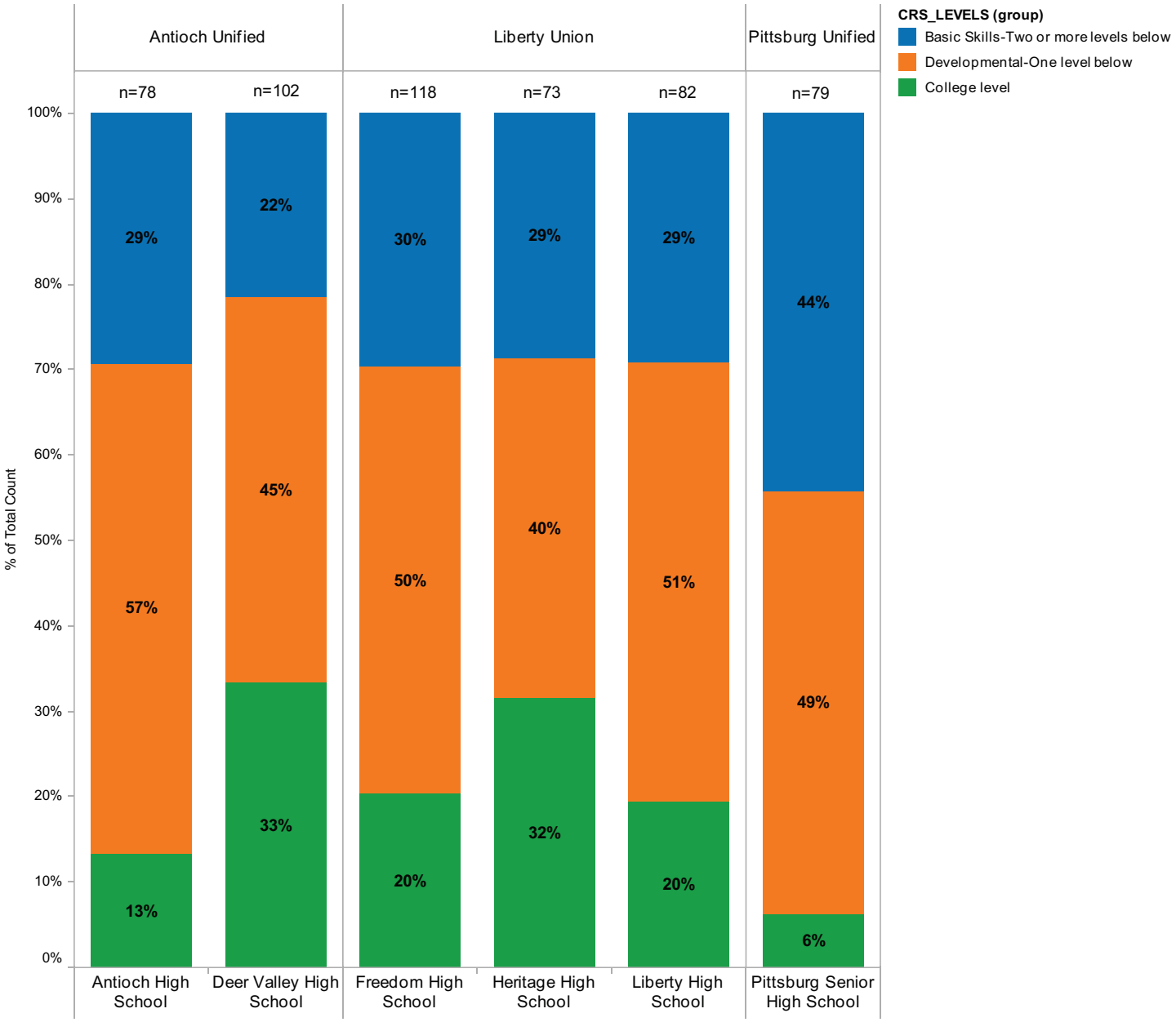
Distinct count of STNC_PERSON_ID for each HIGH SCHOOL (District-Private) broken down by FIRST_TERM (group). Color shows details about FIRST_TERM (group). The data is filtered on LMC_Enrollment$_AGE_TERM, which ranges from 16 to 19.95. The view is filtered on HIGH SCHOOL (District-Private), which has multiple members selected.

Number of Area High School Graduates Attending LMC by School



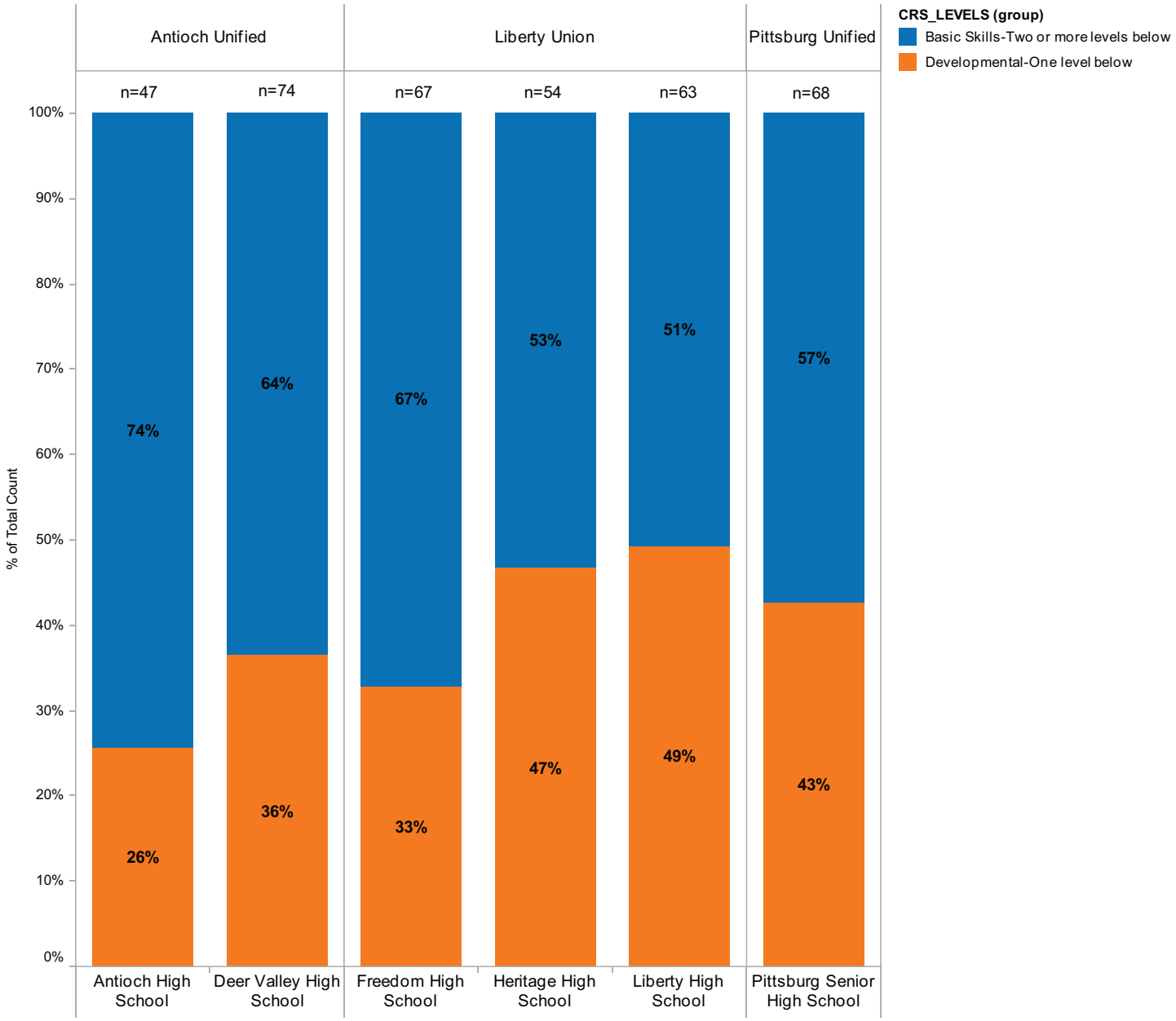
Distinct count of STNC_PERSON_ID for each HIGH SCHOOL (Grouped Names) broken down by FIRST_TERM (group). Color shows details about FIRST_TERM (group). The data is filtered on LMC_Enrollment$_AGE_TERM, which ranges from 16 to 19.95. The view is filtered on HIGH SCHOOL (Grouped Names), which has multiple members selected.

English Assessment Placement of Students from Area High Schools, 2012-2013



% of Total Distinct count of STNC_PERSON_ID for each HIGH SCHOOL (Grouped Names) broken down by HIGH SCHOOL (District-Private). Color shows details about CRS_LEVELS (group). The data is filtered on LMC_Enrollment$_AGE_TERM, COURSE_PLACED (group), HIGH SCHOOL and FIRST_TERM (group). The LMC_Enrollment$_AGE_TERM filter ranges from 16 to 19.95. The COURSE_PLACED (group) filter keeps English. The FIRST_TERM (group) filter keeps 2012-13. Percents are based on each column of each pane of the table.

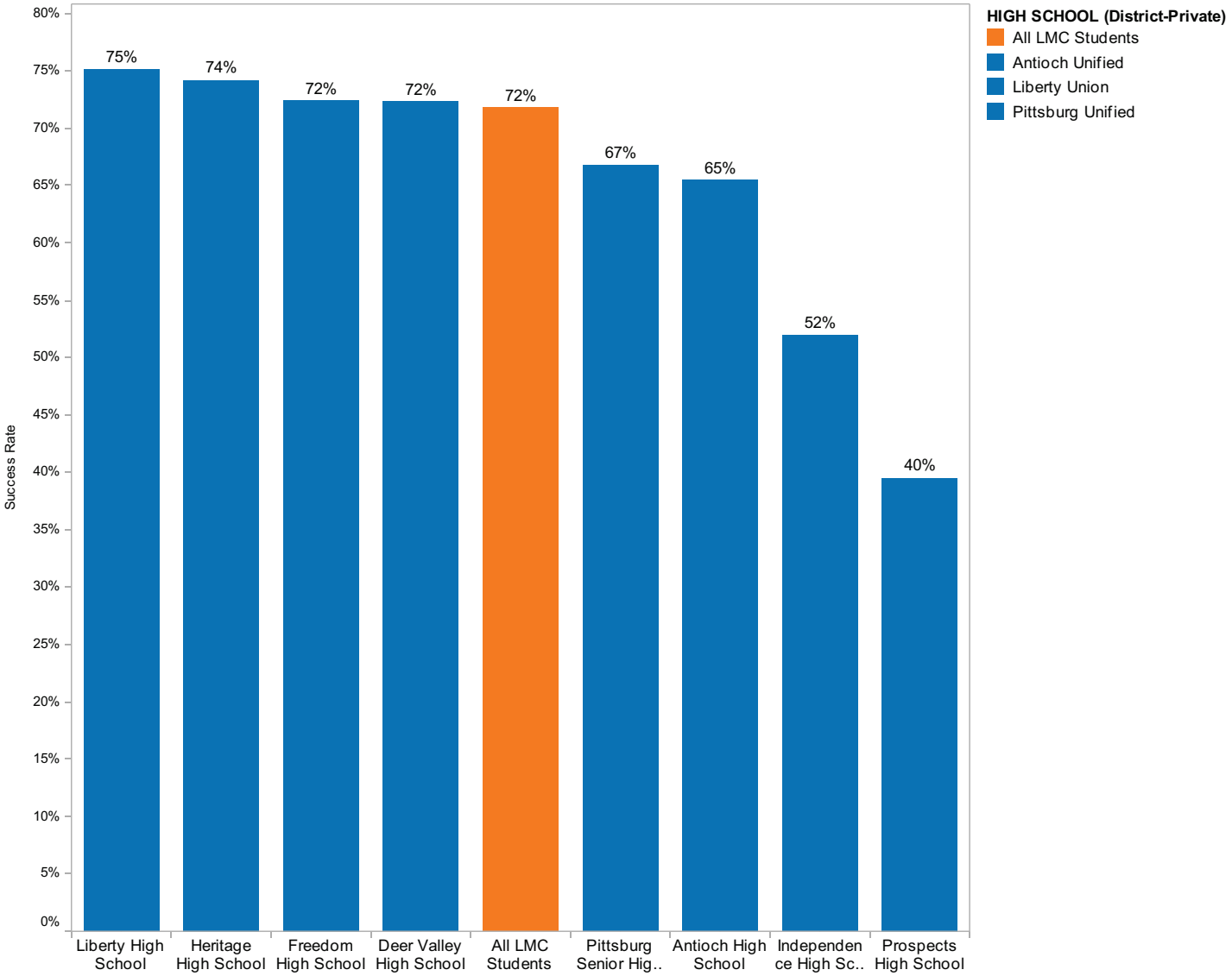
Math Assessment Placement of Students from Area High Schools, 2012-2013*



% of Total Distinct count of STNC_PERSON_ID for each HIGH SCHOOL (Grouped Names) broken down by HIGH SCHOOL (District-Private). Color shows details about CRS_LEVELS (group). The data is filtered on LMC_Enrollment$_AGE_TERM, COURSE_PLACED (group), HIGH SCHOOL and FIRST_TERM (group). The LMC_Enrollment$_AGE_TERM filter ranges from 16 to 19.95. The COURSE_PLACED (group) filter keeps Math. The FIRST_TERM (group) filter keeps 2012-13. Percents are based on each column of each pane of the table.

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

Successful Course Completion Rate of Students from Area High Schools, 2012-2013



The **success rate** is the percent of students who were successful in completing courses out of the total enrolled in these courses. The ***success rate*** represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P over all grades awarded.

Antioch High

Antioch Unified School District

Table 1: Annual Unduplicated Head Count of Students from Previous Year's Graduating Class Attending LMC

Number and percent of high school (HS) graduates enrolled at LMC. HS graduates have a first term status in the designated academic year, have a Grad Type of 3=HS graduate, and are 19 or younger.

	2010-2011	2011-2012	2012-2013
Number of Graduates from Previous Year	438	442	307
Number Enrolled at LMC	144	95	80
Percent Enrolled at LMC	33%	21%	26%

Table 2: English Assessment Placement of In-Coming High School Graduates

Placement in three different levels of English at LMC: Basic Skills (two or more levels below transfer); Developmental (one level below transfer); College (transfer level).

	2010-2011	2011-2012	2012-2013
Number of Graduates Assessed in English	123	94	78
Basic Skills	37%	31%	32%
Developmental	41%	47%	55%
College	22%	22%	13%

Table 3: Math Assessment Placement of In-Coming High School Graduates

Placement in two different levels of Math at LMC: Basic Skills (two or more levels below transfer) and Developmental (one level below transfer)

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

	2010-2011	2011-2012	2012-2013
Number of Graduates Assessed in Math	91	68	47
Basic Skills	76%	75%	72%
Developmental	24%	25%	28%
College*	0%	0%	0%

Table 4: Annual Successful Course Completion Rate of High School Graduate Cohorts

The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

	2010-2011	2011-2012	2012-2013
Success Rate of Graduates	68%	70%	65%
All LMC Students	69%	71%	72%

Table 5: Fall to Spring Persistence Rate of High School Graduate Cohorts

The percent of first term HS graduates who begin in a fall term and continue to the following spring semester compared to the persistence rate of all students.

	2010FA-2011SP	2011FA-2012SP	2012FA-2013SP
Persistence Rate of Graduates	85%	78%	83%
All LMC Students	67%	69%	70%

Table 6: Annual Unduplicated Head Count and Course Success Rate of Concurrently Enrolled High School Students

Number and course success rate of students enrolled in high school and taking courses at LMC. The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

	2010-2011	2011-2012	2012-2013
Number of Concurrently Enrolled Students	24	25	29
Success Rate	64%	69%	69%

Source: District Research, CCCCD. Public high school information from DOE: http://dq.cde.ca.gov/dataquest/
LMC information from Colleague. Run date 10/7/2013. JD

Deer Valley High

Antioch Unified School District

Table 1: Annual Unduplicated Head Count of Students from Previous Year's Graduating Class Attending LMC

Number and percent of high school (HS) graduates enrolled at LMC. HS graduates have a first term status in the designated academic year, have a Grad Type of 3=HS graduate, and are 19 or younger.

	2010-2011	2011-2012	2012-2013
Number of Graduates from Previous Year	605	595	563
Number Enrolled at LMC	123	115	109
Percent Enrolled at LMC	20%	19%	19%

Table 2: English Assessment Placement of In-Coming High School Graduates

Placement in three different levels of English at LMC: Basic Skills (two or more levels below transfer); Developmental (one level below transfer); College (transfer level).

	2010-2011	2011-2012	2012-2013
Number of Graduates Assessed in English	117	112	102
Basic Skills	21%	29%	22%
Developmental	49%	42%	45%
College	31%	29%	33%

Table 3: Math Assessment Placement of In-Coming High School Graduates

Placement in two different levels of Math at LMC: Basic Skills (two or more levels below transfer) and Developmental (one level below transfer)

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

	2010-2011	2011-2012	2012-2013
Number of Graduates Assessed in Math	89	94	74
Basic Skills	65%	70%	64%
Developmental	35%	30%	36%
College*	0%	0%	0%

Table 4: Annual Successful Course Completion Rate of High School Graduate Cohorts

The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

	2010-2011	2011-2012	2012-2013
Success Rate of Graduates	80%	75%	72%
All LMC Students	69%	71%	72%

Table 5: Fall to Spring Persistence Rate of High School Graduate Cohorts

The percent of first term HS graduates who begin in a fall term and continue to the following spring semester compared to the persistence rate of all students.

	2010FA-2011SP	2011FA-2012SP	2012FA-2013SP
Persistence Rate of Graduates	86%	88%	84%
All LMC Students	67%	69%	70%

Table 6: Annual Unduplicated Head Count and Course Success Rate of Concurrently Enrolled High School Students

Number and course success rate of students enrolled in high school and taking courses at LMC. The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

	2010-2011	2011-2012	2012-2013
Number of Concurrently Enrolled Students	122	111	58
Success Rate	75%	61%	73%

Source: District Research, CCCCD. Public high school information from DOE: http://dq.cde.ca.gov/dataquest/
LMC information from Colleague. Run date 10/7/2013. JD

Freedom High

Liberty Union School District

Table 1: Annual Unduplicated Head Count of Students from Previous Year's Graduating Class Attending LMC

Number and percent of high school (HS) graduates enrolled at LMC. HS graduates have a first term status in the designated academic year, have a Grad Type of 3=HS graduate, and are 19 or younger.

	2010-2011	2011-2012	2012-2013
Number of Graduates from Previous Year	395	470	514
Number Enrolled at LMC	111	118	126
Percent Enrolled at LMC	28%	25%	25%

Table 2: English Assessment Placement of In-Coming High School Graduates

Placement in three different levels of English at LMC: Basic Skills (two or more levels below transfer); Developmental (one level below transfer); College (transfer level).

	2010-2011	2011-2012	2012-2013
Number of Graduates Assessed in English	107	114	118
Basic Skills	24%	28%	30%
Developmental	49%	46%	50%
College	27%	25%	20%

Table 3: Math Assessment Placement of In-Coming High School Graduates

Placement in two different levels of Math at LMC: Basic Skills (two or more levels below transfer) and Developmental (one level below transfer)

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

	2010-2011	2011-2012	2012-2013
Number of Graduates Assessed in Math	67	68	67
Basic Skills	73%	62%	67%
Developmental	27%	38%	33%
College*	0%	0%	0%

Table 4: Annual Successful Course Completion Rate of High School Graduate Cohorts

The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

	2010-2011	2011-2012	2012-2013
Success Rate of Graduates	66%	75%	72%
All LMC Students	69%	71%	72%

Table 5: Fall to Spring Persistence Rate of High School Graduate Cohorts

The percent of first term HS graduates who begin in a fall term and continue to the following spring semester compared to the persistence rate of all students.

	2010FA-2011SP	2011FA-2012SP	2012FA-2013SP
Persistence Rate of Graduates	82%	80%	85%
All LMC Students	67%	69%	70%

Table 6: Annual Unduplicated Head Count and Course Success Rate of Concurrently Enrolled High School Students

Number and course success rate of students enrolled in high school and taking courses at LMC. The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

	2010-2011	2011-2012	2012-2013
Number of Concurrently Enrolled Students	90	82	50
Success Rate	72%	69%	80%

Source: District Research, CCCCD. Public high school information from DOE: http://dq.cde.ca.gov/dataquest/
LMC information from Colleague. Run date 10/7/2013. JD

Heritage High

Liberty Union School District

Table 1: Annual Unduplicated Head Count of Students from Previous Year's Graduating Class Attending LMC

Number and percent of high school (HS) graduates enrolled at LMC. HS graduates have a first term status in the designated academic year, have a Grad Type of 3=HS graduate, and are 19 or younger.

	2010-2011	2011-2012	2012-2013
Number of Graduates from Previous Year	447	472	416
Number Enrolled at LMC	48	25	79
Percent Enrolled at LMC	11%	5%	19%

Table 2: English Assessment Placement of In-Coming High School Graduates

Placement in three different levels of English at LMC: Basic Skills (two or more levels below transfer); Developmental (one level below transfer); College (transfer level).

	2010-2011	2011-2012	2012-2013
Number of Graduates Assessed in English	47	25	73
Basic Skills	15%	16%	29%
Developmental	47%	60%	40%
College	38%	24%	32%

Table 3: Math Assessment Placement of In-Coming High School Graduates

Placement in two different levels of Math at LMC: Basic Skills (two or more levels below transfer) and Developmental (one level below transfer)

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

	2010-2011	2011-2012	2012-2013
Number of Graduates Assessed in Math	25	16	54
Basic Skills	72%	63%	44%
Developmental	28%	38%	39%
College*	0%	0%	0%

Table 4: Annual Successful Course Completion Rate of High School Graduate Cohorts

The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

	2010-2011	2011-2012	2012-2013
Success Rate of Graduates	79%	83%	74%
All LMC Students	69%	71%	72%

Table 5: Fall to Spring Persistence Rate of High School Graduate Cohorts

The percent of first term HS graduates who begin in a fall term and continue to the following spring semester compared to the persistence rate of all students.

	2010FA-2011SP	2011FA-2012SP	2012FA-2013SP
Persistence Rate of Graduates	86%	86%	84%
All LMC Students	67%	69%	70%

Table 6: Annual Unduplicated Head Count and Course Success Rate of Concurrently Enrolled High School Students

Number and course success rate of students enrolled in high school and taking courses at LMC. The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

	2010-2011	2011-2012	2012-2013
Number of Concurrently Enrolled Students	40	33	26
Success Rate	67%	75%	83%

Source: District Research, CCCCD. Public high school information from DOE: http://dq.cde.ca.gov/dataquest/
LMC information from Colleague. Run date 10/7/2013. JD

Liberty High

Liberty Union School District

Table 1: Annual Unduplicated Head Count of Students from Previous Year's Graduating Class Attending LMC

Number and percent of high school (HS) graduates enrolled at LMC. HS graduates have a first term status in the designated academic year, have a Grad Type of 3=HS graduate, and are 19 or younger.

	2010-2011	2011-2012	2012-2013
Number of Graduates from Previous Year	387	390	458
Number Enrolled at LMC	72	71	89
Percent Enrolled at LMC	19%	18%	19%

Table 2: English Assessment Placement of In-Coming High School Graduates

Placement in three different levels of English at LMC: Basic Skills (two or more levels below transfer); Developmental (one level below transfer); College (transfer level).

	2010-2011	2011-2012	2012-2013
Number of Graduates Assessed in English	69	70	82
Basic Skills	42%	36%	29%
Developmental	35%	46%	51%
College	23%	19%	20%

Table 3: Math Assessment Placement of In-Coming High School Graduates

Placement in two different levels of Math at LMC: Basic Skills (two or more levels below transfer) and Developmental (one level below transfer)

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

	2010-2011	2011-2012	2012-2013
Number of Graduates Assessed in Math	69	53	63
Basic Skills	42%	57%	51%
Developmental	58%	43%	49%
College*	0%	0%	0%

Table 4: Annual Successful Course Completion Rate of High School Graduate Cohorts

The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

	2010-2011	2011-2012	2012-2013
Success Rate of Graduates	64%	70%	75%
All LMC Students	69%	71%	72%

Table 5: Fall to Spring Persistence Rate of High School Graduate Cohorts

The percent of first term HS graduates who begin in a fall term and continue to the following spring semester compared to the persistence rate of all students.

	2010FA-2011SP	2011FA-2012SP	2012FA-2013SP
Persistence Rate of Graduates	76%	85%	77%
All LMC Students	67%	69%	70%

Table 6: Annual Unduplicated Head Count and Course Success Rate of Concurrently Enrolled High School Students

Number and course success rate of students enrolled in high school and taking courses at LMC. The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

	2010-2011	2011-2012	2012-2013
Number of Concurrently Enrolled Students	55	58	47
Success Rate	69%	77%	75%

Source: District Research, CCCCD. Public high school information from DOE: http://dq.cde.ca.gov/dataquest/
LMC information from Colleague. Run date 10/7/2013. JD

Pittsburg Senior High

Pittsburg Unified School District

Table 1: Annual Unduplicated Head Count of Students from Previous Year's Graduating Class Attending LMC

Number and percent of high school (HS) graduates enrolled at LMC. HS graduates have a first term status in the designated academic year, have a Grad Type of 3=HS graduate, and are 19 or younger.

	2010-2011	2011-2012	2012-2013
Number of Graduates from Previous Year	428	418	485
Number Enrolled at LMC	49	56	87
Percent Enrolled at LMC	11%	13%	18%

Table 2: English Assessment Placement of In-Coming High School Graduates

Placement in three different levels of English at LMC: Basic Skills (two or more levels below transfer); Developmental (one level below transfer); College (transfer level).

	2010-2011	2011-2012	2012-2013
Number of Graduates Assessed in English	47	55	79
Basic Skills	40%	31%	44%
Developmental	38%	49%	49%
College	21%	20%	6%

Table 3: Math Assessment Placement of In-Coming High School Graduates

Placement in two different levels of Math at LMC: Basic Skills (two or more levels below transfer) and Developmental (one level below transfer)

*Graduates who complete Algebra 2 in high school with a passing grade can bypass assessment and take college level math at LMC.

	2010-2011	2011-2012	2012-2013
Number of Graduates Assessed in Math	37	39	68
Basic Skills	62%	49%	57%
Developmental	38%	51%	43%
College*	0%	0%	0%

Table 4: Annual Successful Course Completion Rate of High School Graduate Cohorts

The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

	2010-2011	2011-2012	2012-2013
Success Rate of Graduates	64%	70%	67%
All LMC Students	69%	71%	72%

Table 5: Fall to Spring Persistence Rate of High School Graduate Cohorts

The percent of first term HS graduates who begin in a fall term and continue to the following spring semester compared to the persistence rate of all students.

	2010FA-2011SP	2011FA-2012SP	2012FA-2013SP
Persistence Rate of Graduates	72%	88%	86%
All LMC Students	67%	69%	70%

Table 6: Annual Unduplicated Head Count and Course Success Rate of Concurrently Enrolled High School Students

Number and course success rate of students enrolled in high school and taking courses at LMC. The success rate represents the ratio of grades A, B, C, CR, IA, IB, IC, IPP, and P, to all grades awarded.

	2010-2011	2011-2012	2012-2013
Number of Concurrently Enrolled Students	169	139	63
Success Rate	63%	74%	75%

Source: District Research, CCCCD. Public high school information from DOE: http://dq.cde.ca.gov/dataquest/
LMC information from Colleague. Run date 10/7/2013. JD

Appendix E:

Los Medanos College

ESL Program Review Data Snapshot (2008-2014)

ESL Program Review Data Snapshot (2008-2014)

LMC ESL Seat Count by Ethnicity																		
	SEC TERM	African American		Asian		Filipino		Hispanic		Native American		Non-Respondent/ Declined		Pacific Islander		White		Total
	2008FA																	
	2009SP	5	1.2%	63	15.3%	3	.7%	289	70.3%	0	0%	21	5.1%	0	0%	30	7.3%	411
	2009FA	13	2.4%	80	14.6%	6	1.1%	341	62.2%	1	.2%	58	10.6%	0	0%	49	8.9%	548 h
	2010SP	16	3.5%	66	14.4%	3	.7%	290	63.3%	2	.4%	49	10.7%	1	.2%	31	6.8%	458
	2010FA	24	5.5%	62	14.2%	3	.7%	258	59.2%	0	0%	47	10.8%	3	.7%	39	8.9%	436
	2011SP	31	7.0%	84	19%	3	.7%	247	56%	0	0%	44	10%	4	.9%	28	6.3%	441
	2011FA	5	1.3%	108	27.7%	2	.5%	219	56.2%	0	0%	31	7.9%	2	.5%	23	5.9%	390
	2012SP	7	1.9%	109	30%	3	.8%	182	50.1%			37	10.2%	2	.6%	23	6.3%	363
	2012FA	12	3.6%	83	24.6%	10	3%	189	56.1%			28	8.3%	0	0%	15	4.5%	337
	2013SP	16	7.3%	53	24.2%	7	3.2%	120	54.8%			8	3.7%	2	.9%	13	5.9%	219
	2013FA	3	1.5%	69	34.5%	7	3.5%	95	47.5%			6	3%	1	.5%	19	9.5%	200
	2014SP	0	0%	39	27.5%	1	.7%	84	59.2%			2	1.4%	2	1.4%	14	9.9%	142 l
change PR08 – PR14			-1.2%		+12.2%		-		-11.1%		-		-3.7%		+1.4%		+2.6%	-269

Average = 359

LMC ESL Course Completion (formerly Retention) Rate Summary

	SEC TERM	African American		Asian		Filipino		Hispanic		Native American		Non-Respondent/ Declined		Pacific Islander		White		Total	
	2008FA		100%		88%		50%		96%				100%		-		97%		95%
	2009SP	3	69%	53	91%	2	90%	268	79%	1	100%	19	100%	1	100%	30	80%	375	81% l
	2009FA	11	85%	75	94%	6	100%	300	88%	2	100%	48	85%		-	43	88%	484	88%
	2010SP	12	75.0%	53	80.3%	3	100.0%	243	83.7%	1	100%	38	78.0%	1	100%	28	90.3%	380	83.0%
	2010FA	21	87.5%	60	96.8%	3	100.0%	221	85.5%		0.0%	40	85.7%	2	66.7 %	36	92.3%	383	87.8%
	2011SP	18	58.1%	72	85.7%	3	100.0%	213	86.2%		0.0%	38	86.7%	4	100%	25	89.3%	373	84.6%
	2011FA	5	100.0 %	105	97.2%	2	100.0%	203	93.1%		0.0%	29	90.6%	2	100%	20	87.0%	366	93.8%
	2012SP	5	71.4%	108	99.1%	3	100.0%	175	96.2%		0.0%	37	100.0%	2	100%	22	95.7%	352	97% h
	2012FA	11	91.7%	82	98.8%	10	100.0%	171	90.5%		0.0%	25	89.3%	0	0.0%	15	100.0 %	314	93.2%
	2013SP	11	68.8%	52	98.1%	7	100%	109	90.8%			8	100%	2	100%	13	100%	202	92.2%
	2013FA	3	100%	68	98.6%	6	85.7%	86	90.5%			6	100%	0	0%	19	100%	188	94%
	2014SP	0		37	94.9%	1	100%	74	88.1%			1	50%	2	100%	13	92.9%	128	90.1%
change PR08 – PR14			-		**+6.9%**		**+50%**		**-7.9%**				**-50%**				**-4.1%**		**-4.9%**

Average = 90%

LMC ESL Course Success Rate Summary

	SEC TERM	African American		Asian		Filipino		Hispanic		Native American		Non-Respondent/ Declined		Pacific Islander		White		Total	
	2008FA		86%		76%		50%		83%		-		86%		-		85%		83%
	2009SP	3	57%	51	91%	1	65%	204	75%	1	100%	15	100%		100%	26	69%	300	73%
	2009FA	6	46%	72	90%	5	83%	243	70%	2	100%	39	71%	0	-	35	71%	401	73%
	2010SP	8	50.0%	50	75.8%	2	66.7%	194	66.8%	1	100%	31	64.0%	2	0.0%	26	83.9%	313	68.3% l
	2010FA	16	66.7%	54	87.1%	3	100.0 %	187	72.3%		0.0%	38	81.6%	4	66.7%	34	87.2%	334	76.6%
	2011SP	12	38.7%	67	79.8%	2	66.7%	186	75.2%		0.0%	35	80.0%	2	100%	22	78.6%	328	74.4%
	2011FA	5	80.0%	105	93.5%	1	50.0%	203	81.2%		0.0%	29	84.4%	2	100%	20	82.6%	366	84.9%
	2012SP	5	57.1%	108	94.5%	3	0.0%	175	84.1%		0.0%	37	91.9%	2	50.0%	22	95.7%	352	87.3% h
	2012FA	11	66.7%	82	91.6%	10	90.0%	171	74.1%		0.0%	25	75.0%	0	0.0%	15	93.3%	31	79.5%
	2013SP	11	43.8	52	92.5%	7	100%	109	82.5%			8	87.5%	2	100%	13	100%	202	84%
	2013FA	3		68	94.2%	6	85.7%	86	80%%			6	100%	0		19	100%	188	86%
	2014SP	0		37	94.9%	1	100%	74	79.8%			1	50%	2	100%	13	92.9%	128	84.5%
change PR08 – PR14			**-**		**+18.9**		**+50%**		**-3.2%**				**-26%**				**+7.9**		**+1.5**

Average = 80%

Head count

SP09 218

FA09 289 high

SP10 266

FA10 233

SP11 249

FA11 203

SP12 191

FA12 194

SP13 152

FA13 119

SP14 92 low

Appendix F:

Los Medanos College

Probation & Dismissal Students (2013-14)

Probation & Dismissal Students (2013-14)

2013-14					
Population	**Prob./Dism.**	**%**	**Headcount**	**%**	**Difference**
African American	**543**	**26.3%**	**2182**	**17.8%**	**8.6%**
American Indian/Alaskan Native	5	0.2%	29	0.2%	0.0%
Asian	61	3.0%	619	5.0%	-2.1%
Filipino	79	3.8%	534	4.4%	-0.5%
Hispanic	726	35.2%	4357	35.5%	-0.3%
Pacific Islander	22	1.1%	844	6.9%	-5.8%
Two or More Races	**237**	**11.5%**	**91**	**0.7%**	**10.8%**
Unknown	13	0.6%	249	2.0%	-1.4%
White	375	18.2%	3366	27.4%	-9.2%
Grand Count	**2061**		**12271**		

Analysis: African American and Multi-Ethnic students are significantly over-represented with regard to Probation/Dismissal status.

Note: This is consistent with findings related to success rates in the Course Completion indicator for the Student Equity Plan.